



# HOPE RENAISSANCE --- CLASSICAL ACADEMY

TO BE LOCATED IN NORTHWEST INDIANAPOLIS

FULL APPLICATION

August 7, 2002

By

The Founders Team of  
Hope Renaissance Classical Academy  
Indianapolis, IN 46228

## **Hope Renaissance Classical Academy Executive Summary**

The Hope Renaissance Classical Academy (HRCA), working with parents and community, will provide a successfully proven and demonstrably popular accelerated middle school option for early adolescent children that currently does not exist in the Indianapolis area. The Hope Renaissance Classical Academy will offer Indianapolis students and families a cohesive and academically rigorous classical education. In the established tradition of classical training, which encompasses grammar, logic, and rhetoric, the Academy will cultivate students who think critically, speak eloquently, and write persuasively; students will meet or exceed state standards and embrace life-long learning as demonstrated by their successful pursuit of higher education and by their contributions to community, guided by an appreciation and respect for others.

Hope Renaissance Academy will provide these students with a cohesive, diverse and integrated curriculum in a small setting that protects their ideas and their self-esteem. Small learning communities have been shown to enrich the learning experience and keep children engaged and in school. Classical study at HRCA will be based on a chronological study of history – the diverse history of humankind in all of its varied traditions. Through this study, students will learn to connect ideas, trace developments and analyze major concepts. Students will develop language, reading and writing skills through this integrated approach and will pursue science and math developing strong analytical and logical understanding.

The Carnegie Foundation recently produced a national report on adolescents that clearly demonstrates the needs of this population. They report that it is a “persistent misconception” among educators that young adolescents are generally “incapable of critical or higher-order reasoning.” These children are frequently discouraged by middle-school instruction that is unchallenging and fails to “capture the young person's emergent sense of self and the world.” The report goes on to state that fostering inquiry and “analytical habits of mind” are essential to preparation for life. (Carnegie Foundation, *Great Transitions; Preparing Adolescents for a New Century*, 1995) The founders team of Hope Renaissance Classical Academy propose an education that will both inspire critical thinking and provide basic skills that will enable the expression of that thought.

Within the classical tradition, there is the tenet that as students reach the logic stage of development (age nine or ten), they become more aware of issues, interpretations and reasoning. At this point, they are able to move away from the primary goal of “knowing and answering,” to a

secondary goal of “understanding and explaining.” At Hope Renaissance Classical Academy the ability of children to understand and explain will not be overlooked and we will not make the mistake of continuing to pile up the kindling of disjointed facts, without lighting the fire that stimulates interest in learning at this critical stage. It is a fundamental goal at HRCA to develop lifelong learners and the classical process will support the implementation of that goal.

Classical charter schools have begun to document high student achievement in other states. For example, in Arizona, Tempe Preparatory Academy registered second in the state on the Stanford 9 tests in 1998. With a state average of 17% passing the Arizona standardized math exam, Tempe students passed at a rate of 80%. Parent satisfaction as demonstrated by waiting lists for enrollment is high. The Benjamin Franklin Classical Charter School in Franklin, MA, enrolled 400 students in 2001 and the wait list was at 111. The Classical Academy Charter School in Colorado Springs, CO, enrolled 621 students in 2001 with a waiting list of 1,600. Initial investigations of interest in the Indianapolis area indicate that there will be a great demand for classical education within the community. This interest has been expressed by parents who home-school, send their children to private schools and whose children attend public schools. Hope Renaissance Classical Academy, while classical in tradition, will not neglect the need for students to become technologically adept and we will incorporate the use of computers into research and writing projects. The skills necessary for students to pursue lifelong learning, such as research methods, project planning and management, and study habits, will be accomplished through direct instruction and collective participation in integrated projects. However, the desire for lifelong learning, an even more important goal, will be advanced through the excitement and interest that our curriculum and learning strategies will generate.

An appreciation and respect for others will result from the thorough understanding of humanity that our curriculum inspires, and also from the smaller learning communities, and ethos of mutual respect that we develop. Within these communities, students will learn to negotiate conflict resolution, work collaboratively, encourage each other to greater understanding and show respect for individual differences. This aspect of their education will serve them well as they grow within the community and provide a solid foundation as they pursue those endeavors, which develop their highest potential.

Hope Renaissance Classical Academy will produce measurable results based upon rigorous educational objectives. These results will include; advancing student academic skills measured through standardized and alternative forms of assessment, community action and service, parental involvement within the school setting and as part of extra-curricular decisions/ processes, and character development through active dialogue, study and interaction. Our goal is

to provide these opportunities to the diverse community of learners represented by families and their students on Indianapolis' northwest side.

The Founders Team of Hope Renaissance Classical Academy is comprised of individuals with a commitment to the education of children and many complimentary skills for developing a viable and effective charter school. The Board of Directors is also diverse in their abilities and experience. The Board is made up of individuals with ties to the community, business and entrepreneurial expertise, knowledge of educational reform, community relations and outreach, finance, marketing and recruitment. The Founders Team and the Board of Directors will work with SchoolStart, a Minnesota based non-profit, a group with a proven track record assisting small, community-based charters schools with initial startup. Our Board will focus on raising and managing funds so that the school will operate responsibly, developing policies and procedures to meet legal obligations, implement recruitment and marketing plans and supporting the overall mission of Hope Renaissance Classical Academy.

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## **I. Our Vision**

### **A. Mission**

The Hope Renaissance Classical Academy will provide Indianapolis students, grades five through eight, a cohesive and academically rigorous classical curriculum. In the established tradition of classical training, which encompasses grammar, logic, and rhetoric, the Academy will cultivate students who think critically, speak eloquently, and write persuasively; students who embrace life-long learning as demonstrated by their successful pursuit of higher education and by their contributions to community, guided by an appreciation and respect for others.

### **B. Need**

Hope Renaissance Classical Academy (HRCA) will serve urban and suburban children on Indianapolis' Northwest side, with a focus on Pike and Washington township school districts and the north/northwest areas of the Indianapolis Public Schools. The Academy will be the first, public classical school in the Indianapolis area, offering a unique opportunity and choice for Indianapolis parents and children. The classical model, which includes rigorous academics and small learning communities, has been highly successful throughout the country. Many classical charter schools are demonstrating excellent results within diverse urban settings.

Pike Township is among the fastest-growing school communities in Indiana with nearly 10,000 students representing a population that is now over 67% non-white. Pike Township students represent 41 countries and 50 languages. Washington Township has a diverse population with nearly 10,000 public school students as well. There are an additional 1,000 students attending private schools in Washington Township.

Critical areas that need to be addressed within these two locations include low ISTEP scores in both math and language arts, particularly at the 6<sup>th</sup> and 8<sup>th</sup> grade levels. Less than 53% of sixth grade students in Pike Township passed the math standard for ISTEP, in 2000/2001. The percent of 6<sup>th</sup> grade students passing the language arts standard for ISTEP was even lower, averaging less than 46%. At the 8<sup>th</sup> grade level, there was little improvement. On average, fewer than 63% of 8<sup>th</sup> grade students passed the math standard for ISTEP and 67% the language arts standard, still below state percentages for the grade level. In Washington Township, the average number of sixth grade students passing the math standard for ISTEP was below 63% and in language arts the percent was even lower, at 59%. At the eighth grade level, the average was 75% for math and 81% for language arts.

Another problem within the diverse middle-school population of these areas is suspension. There were 928 suspensions within the three Washington Township middle schools during the 2000/2001 school year. In Pike Township's two middle schools, suspensions totaled 520 in 1999/2000 (figures for 2000/01 are unavailable.) As students advance to higher levels of education within both areas, suspension and expulsion rates climb as ISTEP scores decline.

The need to address low achievement and declining family involvement at the often-neglected middle-school level by providing a small, rigorous option is critical. The founding group of Hope Renaissance Classical Academy is pleased to submit this application that offers an option for addressing that need within the community. We are confident, based on the experience of similar schools nationally, that if granted a charter, our school will present a widely sought-after choice for children and parents. We are particularly excited about the opportunity to serve the ethnically and socio-economically diverse student population in our target area, including students with special needs.

Hope Renaissance Classical Academy will address the needs of Indianapolis children by offering an exceptionally challenging curriculum within a physically and intellectually safe environment. The years of early adolescents, grades five through eight, are critically important as a time of life when patterns of learning and behavior are formed. Children at this stage need special nurturing and guidance in order to adopt strong positive values through constructive influence. Perhaps the most important way to address the unique needs of early adolescents is to provide an education that will inspire them to fulfill their highest potential. A challenging curriculum offered within an environment that respects and rewards learning, will encourage students to develop an appreciation for disciplined learning. A classical curriculum emphasizes the commonalities and enduring ideas of humankind and, therefore will frame a learning community that will bring children together in the spirit of achievement and nurture respect for and among individuals, both students and teachers.

Classical training has been proven to foster learning communities which inspire students to consistently perform at high levels academically. Hope Renaissance Classical Academy will strive to provide this excellent training of mind and character to children, with the goal of engaging these students in an upward spiral of learning that will encourage involvement in higher education for all. The modern classical education movement began with the opening of Logos School in Moscow, Idaho, in 1980. This school served as a model for the 56 schools that now comprise the Association of Classical Christian Schools. Over one hundred schools opened across the country with a program of 'democratic classicism' after the 1982 publication of *The Paideia Proposal: An Educational Manifesto* by University of Chicago philosopher Mortimer Adler. Specifically targeting the needs of non-achieving inner city student, Marva Collins very successfully used the principles of classical education at the Westside Preparatory School in Chicago. Classical schools continue to emerge across the nation, within both the private and public realm.

A number of classical charter schools have demonstrated success raising student achievement. For example, in Tempe, Arizona, Tempe Preparatory Academy, a classical charter school, registered second in the state in 1998 on the Stanford 9 tests. With a state average 17% pass rate on the AIMS math test, Tempe students passed at a rate of 80%. A demographically comparable school nearby passed only 25% of their students. This year, Tempe ranked first on a statewide Parent Satisfaction Survey.

In Franklin, Massachusetts, the Benjamin Franklin Classical Charter School enrolls 400 students in its K-8 program and has demonstrated significant academic success. The fourth grade regular education students averaged in the top eight percent of students nationally for reading and the top nine percent nationally for math on the California Achievement Test. The school was also awarded the 1998; "School of Character Award." The waiting list for this school in 2001 numbered 111.

Objective assessments such as the Iowa Test of Basic Skills have measured significant improvement in the achievement of children at The Academy for Classical Education, in Houston, TX. This measure, while not indicative of the depth and breadth of knowledge among students, demonstrates that among 3<sup>rd</sup> graders, reading ability increased by 29% over the course of the school year. Language skills increased by 13%, math skills by 78% and science skills by 18%. Students improved by approximately two grade levels in all core areas (math, reading and language).

HRCA will foster the kind of learning community that has proven successful with at-risk middle school students. Scores of studies have demonstrated the success of small class sizes for serving all students, particularly students at risk of failure. Hope Renaissance Classical Academy will promote an ethos of community learning within a small school environment. Further, student/teacher ratios will be kept small and class size will remain at twenty or less. Current research shows that large class sizes are a detriment to student achievement, especially students from lower socioeconomic backgrounds. Small schools promote higher achievement, better attendance, and according to one study, more extracurricular activity than large schools (Cotton, 1996). Further, as this study suggests, while opportunities for

participation are greater in large schools, they are not proportionate. Other research has shown that students are more satisfied and far more likely to remain in small schools (Pittman & Haughwout, 1987). In addition, student behavior is improved within small schools and children are far less likely to commit infractions, particularly disadvantaged students (Stockard & Mayberry, 1992). Small school size and the nurturing of an ethos of community significantly reduce the influence of poverty on student achievement.

### **C. Goals**

Based on the principle that all children are entitled to an education that prepares them to achieve their highest potential, Hope Renaissance Classical Academy has established the following goals:

1. Provide children with ordered basic knowledge, the skills and tools of learning and a high regard for the continued pursuit of understanding and an appreciation of beauty. All students will accomplish the same course of study; linguistically focused and interdisciplinary.
2. Provide children with a safe and exciting environment in which they are able and encouraged to share ideas and grow intellectually and creatively.

#### **C.1 Academic Performance**

The Founders Team of Hope Renaissance Classical Academy is committed to high academic standards and will remain accountable for meeting those standards as demonstrated by both traditional models of assessment and alternative forms of assessment. In meeting the expectations of our first goal, students at Hope Renaissance Classical Academy will perform well on standardized tests, be assessed annually in the areas of reading, writing, logic and rhetoric, and achieve the following benchmarks:

- After two years at HRCA, at least 90% of students will achieve a median score or above on ISTEP examinations
- After one year at HRCA, no fewer than 90% of the students will demonstrate a gain on the ISTEP examination of at least five percentile rankings
- At least 90% students enrolled for at least two years will exceed national median scores on Iowa Test of Basic Skills
- No fewer than 90% of the students enrolled for two years will improve their performance on the Iowa Test of Basic Skills by at least five percentile rankings.
- Annual assessments for Latin and Spanish study will be administered at each grade level, and achievement levels will exceed national mean scores.

In order to measure the successful creation of the school's learning environment, Hope Renaissance Classical Academy will give students additional assessments. These assessments will include, but not be limited to, the following items.

- All students will keep a writing portfolio that will compile their best work, which will assist them with self-evaluation and setting higher standards.
- By 7<sup>th</sup> grade, 100% of ongoing students will have in their writing portfolio successful examples of various forms of expository essays.
- Students will present and defend a science research project or paper each year.
- All sixth grade students (and above) will participate in a structured debate or dramatic performance each school year.
- All students will read at least 10 fiction or nonfiction works each year and demonstrate understanding through writing or a developed project.
- Additional assessments will be developed by the teaching team in collaboration with the Executive Director.



HRCA will also implement the Circle of Power and Respect (CPR) model to assist in building a safe and exciting learning environment “The way we begin each day in our classroom sets the tone for learning and speaks volumes about what and whom we value, our expectations for the way we will treat each other, and about the way we believe learning occurs,” (*The Morning Meeting Book*, Roxanne Kriete). Therefore, HRCA will measure the success of the CPR implementation by how students exhibit the social skills of cooperation, assertion, responsibility, empathy and self-control.

## **C.2 Organizational viability**

Hope Renaissance Classical Academy will develop and manage the financial resources necessary to achieve its major goals. HRCA will manage its finances responsibly and the director will work in tandem with the board to manage cash flow and meet financial commitments. A reputable accountant will be hired to oversee audits and independent assessment of financial responsibility. We will supplement public funds with contributions and foundation/individual gifts, targeting fundraising at \$200,000 for the start-up year and an additional \$75,000 the first year of operations. We will specifically seek funding support that will enable us to enrich the learning environment as well as to purchase important tools and resources.

An excellent school depends upon an excellent staff, and HRCA will recruit widely to fill crucial staff positions that can make or break the learning experience. We will conduct a broad search for teaching positions and provide those whom are hired with the support and resources to be successful, including opportunities for professional development, coordinated dialogue with colleagues, and the kind of autonomy that raises job satisfaction. Our goal is to retain at least 75% of our teaching staff over the first five years, working to build a strong and collaborative faculty that will know and serve students well.

## **C.3 School Specific Objectives**

The school specific objectives for the goals Hope Renaissance Classical Academy has established include:

- HRCA will recruit and retain excellent, highly motivated teachers and staff and provide them with ongoing training and development. Staff morale will be measured on an ongoing basis through surveys, interviews and other means.
- HRCA will build and maintain very high levels of satisfaction as measured through regular parent and student surveys, focus groups and other informal methods.
- HRCA will facilitate access by providing transportation for children who would otherwise be unable to attend
- Our ongoing students will make significant academic gains from year to year as measured by district standards/in relationship to peers in surrounding schools.
- Character development will be encouraged and enhanced through safe learning communities, dialogue with teachers and peers through responsive classrooms and service to the community. We will commit to assessing our success at character development through surveys, teacher observations, discipline indicators and other methods. Each year the entire school will complete a service project that will make a contribution to the area in which the school is located.
- Parent involvement will exceed 95% through conferences, parent organizations, family resource center, and personal invitation. It will be measured through participation levels at school events.

## **II. Who We Are**

### **A. Description of Founding Group**

The Founders Team of Hope Renaissance Classical Academy is comprised of persons with multiple strengths in the areas of education, educational administration, law, grant writing, fund raising, public and community relations, social work, human resources, non-profit board development, management, accounting and entrepreneurship. We all have tangible ties to the community and a passionate commitment to education and the success of this program. (Appendix 5)

**Dr. Dina Stephens**, who serves as President of the Board of Directors of the Hope Renaissance Classical Academy, has taught future teachers in the areas of history, philosophy and sociology of education. Dr. Stephens has been selected as Executive Director of HRCA. Most recently, at Ball State University, Dr. Stephens participated in the certification program for Professional Development Staff Team members in Indianapolis Public Schools, working to build community and dialogue among teachers of inner-city students. As a parent of four, she has worked with children for the past 28 years, including volunteer work as choir director for ages 2 to 18. In addition, she taught music classes in grades 1-8 at a private school in Indianapolis. Dr. Stephens has a sincere understanding and appreciation for the challenges of working parents, particularly single parents. She began her college career as a single mother of three, with a full course load, working at various jobs as she completed three degrees. Her vision for the curriculum of Hope Renaissance Classical Academy took shape as she researched, planned and home-schooled her son.

Dr. Stephens also has experience as an entrepreneur and in all areas of business. She held a management position with a technology firm based in Minneapolis, MN. In that capacity, she was responsible for recruiting, training and supervising more than one hundred contractors across the country. She wrote personnel policy and corporate reports for the company. In addition, Dr. Stephens was co-owner/manager of a successful mobile fleet maintenance company in Wisconsin. This experience was invaluable as she managed all aspects of a small business including, negotiating with vendors, accounting, collections and employee recruitment.

**Maureen Manier**, vice president of HRCA's Board of Directors, taught English at private and public high schools before accepting a position in higher education public relations. During the past 14 years she has held public relations management positions at Saint Mary's College in South Bend and Southern Illinois University. She currently serves as a director in the university relations department at Butler University. Ms. Manier has extensive experience in marketing, publications, web development, media and community relations, management and budgeting. She has developed marketing plans for major events, recruitment efforts and reputation and fund raising campaigns.

Ms. Manier is the mother of two sons, one of whom is currently home-schooled, the other of whom recently earned an international baccalaureate diploma and graduated from North Central High School. She previously served on the board of directors for the cooperative school that both her sons attended in Illinois. Ms. Manier takes an active interest in issues of literacy and language and actively volunteers as a reading tutor for IPS. She conducts a book discussion group for middle-school aged children in the community and is committed to founding a school that will provide a challenging, inclusive and safe learning environment for children.

**Robert S. Decker**, treasurer of HRCA's Board of Directors, has broad and diversified business experience providing long-term healthcare and support to the elderly. Mr. Decker has a degree in psychology from Purdue University and studied accounting and finance at Indiana University. He earned his CPA certificate in 1976. He is recognized as an innovative leader and an expert in the management and turnaround of under-performing health facilities. He is the CEO of Lucas Health Group, Inc., the

President of Hoosier Owners and Providers for the Elderly, Inc., a non-profit association and has served as the CEO of several organizations, including a group purchasing organization and a \$120,000,000 geriatric services company. Mr. Decker served on the board of directors of the Indiana Health Care Association for twelve years, holding all elected offices within the association. He served on the board of the American Health Care Association and is a founding member of Hoosier Owners and Providers for the Elderly, Inc.

Mr. Decker believes that business leaders should contribute to their communities in meaningful ways. He has been active in Boy Scouts of America, the Indiana Karst Conservancy, and serves on the Board of Trustees of the Indiana Chapter of the National Multiple Sclerosis Society. He has been one of the Society's top fund-raisers for the past 12 years and has personally raised in excess of \$130,000 in the effort to end the devastating effects of MS. He currently serves as the chairman of the Society's Development Committee.

**Susan Charlesworth**, secretary of HRCA's Board of Directors, has always lived and worked on Northwest side of Indianapolis and is, therefore, extremely familiar with the school's diverse and fast-growing target population. She graduated from Northwest High School, attended Marian College and graduated from Butler University. A licensed social worker, Ms. Charlesworth has worked as a social service consultant for the past seven years. Previously, she was the director of social services for a nursing home and rehabilitation center and a social service assistant and admissions coordinator for several health care centers. She also served for four years as a preschool teacher for a cooperative preschool in Speedway. Ms. Charlesworth recognizes the unique opportunity HRCA will provide students as they strive to reach their potential.

**Linda Anderson** is a lifelong resident of Indianapolis. After graduating from Arsenal Tech High School, she earned her bachelor's degree from Indiana State University, master's degree in communication from Purdue University and her doctorate of jurisprudence from Indiana University School of Law. For seven years she has served as a manager in the Indiana Family and Social Services Administration Office of Human Resources. She manages the employment activities for FSSA's central office in the areas of compensation, labor and affirmative action. She previously held positions as an administrative law judge with the Public Employees' Retirement Fund, a staff attorney with the Indiana Family and Social Services Administration, a deputy prosecutor in the child support division of the Marion County Prosecutor's Office, and as a community education/public information specialist in the Indianapolis/Marion County Office on Human Rights (now office of Equal Opportunity). Ms. Anderson is deeply committed to equal opportunity and equal treatment and is passionate about the role education plays in providing opportunity for all children.

**Valerie Davidson**, a lifelong Indianapolis resident, has been the director of multicultural affairs at Butler University for the past 13 years. During that time she has created Butler's Celebration of Diversity and Distinguished Lecture Series, conducted diversity training for students, faculty and staff, founded Butler's Multicultural Resource Center, served as a faculty adviser for all multicultural student organizations and served as Butler's multicultural liaison. Prior to her position at Butler, Ms. Davidson served as a legislative assistant for the Democratic Caucus in the Indiana House of Representatives. She has also earned a bachelor's and two master's degrees from Indiana University.

Well-known for her commitment to and leadership in the community and her profession, Ms. Davidson's activities have included: past president of the Indiana Association for Women in Education; United Way Family Strengthening Coalition Impact Council; Coalition of 100 Black Women, Inc.; Board of Directors, Positive Forces National Diversity Roundtable and Lecture Series; Board of Directors, United Way Leadership Triad; Board of Directors, Indianapolis Police Athletic League; Board of Directors, Heritage Place, Inc.; Board of Directors, Indianapolis YWCA; Indianapolis Public Schools

Multicultural Education Steering Committee; Board of Directors, Washington Township Families in Action, Inc.; Indiana Coalition of Blacks in Education; Park Tudor School - Board of Directors Long Range Planning Committee; 2001 Indianapolis Day of the Dead Hispanic Festival Planning Committee; 2002 Spirit and Place Festival Planning Committee; and charter member of CAUSE, Inc.

**Belinda Brown**, who has lived in Indianapolis for over 20 years, is a field attorney for the National Labor Relations Board where she investigates unfair labor practices filed by employers, individuals and unions. She has held that position for seven years. She previously worked with the Marion County Prosecutor's Office as an enforcement supervisor, community outreach liaison and deputy prosecutor. Ms. Brown also served as the executive for the Indiana State Employees Association and the Foundation for the Advancement of Industrial Research (FAIR), for which she acted as a lobbyist and spokesperson. Ms. Brown is a member of the City of Indianapolis License Review Board. She is committed to providing students with a quality education, believing in education's potential to transform lives.

**James Wong** is an award winning fleet manager for Frito-Lay, Inc. He has extensive experience in all aspects of cost control, budget and management of fleet in the largest national region for Frito-Lay, Inc. Mr. Wong received a degree in Mechanical Engineering Technology from Southern Technical Institute with a special emphasis in thermal science and engineering design. He did graduate work in the area of manufacturing at the University of Memphis. In addition, Mr. Wong received an Associate Degree in Arts from Reinhardt College, graduating Cum Laude.

Mr. Wong has a strong interest in education and taught courses in engineering graphics at the University of Memphis. He is an accomplished athlete and has given instruction in Judo at Reinhardt College in Atlanta, GA. Mr. Wong has diverse interests and expertise in areas ranging from water and snow skiing to classical music.

**Kay Clay** has headed the art departments at both Crispus Attucks High School and Emmerich Manual High School. Retired from public school teaching, she still instructs courses at the Indianapolis Art Center and IUPUI. Ms. Clay has won numerous educational awards including the IPS Teacher of the Year Award, in 1998. An artist, as well as a teacher, she has exhibited her work in many galleries including the Indianapolis Museum of Art, Indiana State Museum, Ball State University, Notre Dame University and the Indianapolis Art Center. Ms. Clay has permanent collections at Bank One, the Eli Lilly Corporation, L. S. Ayres and the Indianapolis Public Schools. Ms. Clay has a passion for teaching and an ongoing commitment to the education of children. She won the Outstanding Indiana Art Educator Award presented by the Indiana Art Education Association and the Indianapolis Art Center Faculty of the Year Award, in 2001. Ms. Clay intends to actively participate in the HRCA program as both educator and advisor.

**Dr. Jody Britten** received her Ph.D. in Curriculum and Instruction from the University of Kansas, a M.S. in Education – Teaching and Leadership, and a B.S. in Elementary and Special Education from the University of Nebraska. She is considered a national expert in Positive Behavioral Supports. Most recently, Dr. Britten is developing research agendas to support the continued needs of teachers in the 21<sup>st</sup> century. She teaches courses in teacher education with a primary emphasis on curriculum and community collaboration, and contributes to the work of the Preparing Tomorrow's Teachers to use Technology Grant, funded by the US Department of Education. Dr. Britten frequently speaks to classroom teachers around the state, on topics ranging from the use of technology to opportunities for collaboration amongst organizations and professionals.

**Dr. Kathleen Cruikshank** received her Ph.D. in Curriculum and Instruction from the University of Wisconsin, Madison, her K-12 Curriculum Coordinator License in 1988 and her Secondary Teaching

License in German, English, and Spanish, in 1982. Dr. Cruikshank's most recent publications include a collaborative work titled, *A Taxonomy for Learning, Teaching, & Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* and "Integrated Curriculum and the Academic Disciplines: The NCTE *Correlated Curriculum* of 1936" published in, *Curriculum and Consequence: Herbert M. Kliebard and the Promise of Schooling*. Dr. Cruikshank has received a Curriculum Development Grant from the Center for the Study of Global Change at Indiana University to internationalize J637, Curriculum Development Process. She has worked extensively in the areas of teacher training and curriculum development.

**Representatives for Marian College and Butler University** – The presidents of these institutions have agreed to appoint representatives to the board of directors as a sign of their support.

**Professional Teachers within the Urban Setting:** Our founder's team includes three teachers who currently work within the IPS system. These teachers are also parents and community members with a strong desire to see options within public education. Their combined qualifications include college degrees in the areas of Interpersonal/Public Communication, Political Science, and Russian & Slavic Studies. These teachers have a combined experience of over 50 years working with children.

## **B. Community Partnerships**

HRCA has and will continue to work to develop community partnerships that enrich students' learning experience. HRCA will also take full advantage of the numerous educational and community connections of its Board members to develop these and other valuable community partnerships. Preliminary discussions have already occurred which will provide the bases for these partnerships. The following narratives are based on those discussions (Appendix 2).

Universities are natural partners for HRCA. The school's academically rigorous and interdisciplinary curriculum provides numerous opportunities for interaction. Leaders from the Board of Directors have already met with Daniel Elsener, the president of **Marian College**, and Bobby Fong, president of **Butler University**. Both presidents expressed their support of the school's charter application and foresaw specific ways in which HRCA could partner with their respective institutions. Mr. Elsener suggested that Marian College would be interested in making several of its facilities available to the school, such as the library and auditorium. Dr. Fong believes students from multiple Butler departments could work with the school. He spoke of business majors assisting during the start-up phase; history majors contributing in the classroom and with curriculum development; and fine arts majors working on after-school programming. Dr. Fong has submitted a letter of support to the mayor's office and both presidents have agreed to appoint representatives to the board of directors to cement the future partnerships. Mr. Elsener will be submitting a letter of support to the Mayor's office within the next week or two.

Board Directors also met with leaders from **Young Audiences of Indiana**. Well known in the community for bringing artists of diverse backgrounds into the classroom, Young Audiences is particularly interested in working with HRCA to develop an integrated arts curriculum in which their artists would play a central role. The director of Young Audiences' Arts Partners program has submitted a letter to the mayor in support of HRCA's charter application and looks forward to this opportunity to be a resource for arts programming and teacher professional development.

The president of HRCA's Board of Directors met with the Eagle Branch manager from the **Indianapolis Marion County Public Library**. She chose this branch because it is located in the northwest region in which we intend to be located. Kate Smith, the branch manager, and her associate John Ridge, a former longtime public school teacher, were enthusiastic about working closely with the

school. Some of the ideas they suggested were: developing a section of their library devoted to HRCA student research; working with teachers to develop their curriculum plans; purchasing and requesting additional resources to complement HRCA's curriculum; organizing workshops for students and teachers on library use and research techniques. Kaye Smith has written a letter to the mayor in support of HRCA's charter application and is committed to developing a strong working relationship between her branch and HRCA.

Members of HRCA's Board of Directors met with Ieva Grundy, adolescent programs manager, at **The Children's Museum of Indianapolis**. Ms. Grundy expressed enthusiasm about the opportunity to form a partnership with HRCA. Specifically, we discussed the possibility of HRCA adapting several of the museum's youth partnership programs, such as: Youth Toward Technology, Metropolitan Youth Orchestra, and the Junior Sciencetech Club. Ms. Grundy referred us to Leslie Power, the new director of school services, with whom we plan to meet. She will soon submit a letter of support for the charter school's application.

Board members met with Troy Smyth, manager of teacher and school services for the **Indianapolis Museum of Art**. Mr. Smyth was extremely attracted to HRCA's curriculum and saw numerous opportunities for collaborative efforts. He spoke specifically about the possibility of involving HRCA students and teachers in the full experience of exhibit research and design. He expressed IMA's commitment to forming close, substantive partnerships with nearby schools, which he hoped would include HRCA. He also asked that we schedule a meeting in the near future with him and the director of the museum. He has enthusiastically written a letter in support of HRCA's charter.

HRCA has also entered into discussions with the **Indiana Academy of Music**. Kathy Hershberger, director of the violin program, has suggested numerous options for integrating performance music into the school's curriculum and before-school programming. Ms. Hershberger will be teaching music pedagogy at Butler University and discussed the opportunity for student field experience at HRCA.

We have also entered into preliminary discussions with several neighborhood associations on the northwest side. We are on the agendas to speak at the August **Crooked Creek Community Council** meeting and the September **Butler-Tarkington Neighborhood Association** meeting. The Crooked Creek Community Council represents nine neighborhood associations on the northwest side.

We also plan to work with the high schools which HRCA's students will attend. Specifically, we look forward to working with the arts faculty at Broad Ripple and Pike High Schools, the science/math faculty at Arsenal Tech High School and the Latin faculty and International Baccalaureate/Advanced Placement Coordinator at North Central High School. Some ideas for partnership include joint professional development opportunities, sharing resources, high school student involvement in HRCA activities, and HRCA student visits to the high school.

Connecting with other area charter schools and classical schools in Indiana and throughout the nation is important to the HRCA Board and preliminary efforts in these areas have already begun. **Trinity School**, a South Bend classical school for grades seven through twelve, which has received three U.S. Department of Education, prestigious Blue-Ribbon awards, is supportive of HRCA and its principal has submitted a letter of support for the school's charter application. Trinity has offered to serve as a professional development resource for the classical training of HRCA teachers. HRCA leaders have met with the leadership of 21<sup>st</sup> Century School and looks forward to working collaboratively with them on future projects. Additionally, the president of Board of Directors has been in contact with classical charter schools nationwide to discuss the possibility of forming a classical charter school association with positive results.

### III. Educational Services Provided

#### A. Educational Philosophy

As the national study on adolescents by the Carnegie Foundation points out, early adolescents are typically underestimated with regard to their ability to learn and reason. Hope Renaissance Classical Academy will engage these students by providing a basic foundation of knowledge and then building upon that foundation. Our philosophy of education goes beyond teaching basic skills, to developing students who are not only able, but also eager, to think logically and critically, formulate arguments, and articulate opinions clearly and persuasively. Classical education provides the training that is needed to develop students' minds. This tradition is enriched by the development of a learning community that positively reinforces the participation and advancement of all members.

At Hope Renaissance Classical Academy, the social aspect of learning will be strongly reinforced through the building of learning communities. This concept will be reinforced through small school size and small class size. A 1997 study by the Hudson Institute asked parents why they had chosen a charter school over a traditional public school. Fifty-three percent of those surveyed cited the importance of small school size as their primary reason. (Rotherman, *Ed Week*, 1999). School reform literature stresses the importance of small schools, particularly with regard to meeting the needs of students at risk for academic failure. The National Association of Secondary School Principals' *Breaking Ranks: Changing An American Institution* (1996) stresses smallness as an essential element of responsive and engaging schools. The Carnegie Foundation study, *Turning Points*, also recommends 'small communities for learning' (1989, p 9). And Tom Sergiovanni's argument that schools "must change their self-image and governing metaphor from organization to community, makes size a pivotal condition ... Many find instructional reform of virtually any sort to be contingent upon small school size (e.g., Vulliamy & Webb, 1995; Roellke, 1996)." (ERIC, Raywid, 1999)

In order to meet the specific needs of early adolescent, schools need to be humanized by creating smaller units and learning communities. These types of schools encourage stable relationships between teachers and students and among students. Small class sizes help to ensure that each student is known and respected. (Carnegie Foundation, *Great Transitions; Preparing Adolescents for a New Century*, 1995).

Hope Renaissance Classical Academy will reinforce small learning communities, small class size and small school size. We will limit class size to twenty. Additionally, group project work and discussion will be encouraged, as will mutual respect and support. Community can only be developed in an arena where student/teacher ratios are small and all students feel comfortable with the free exchange of ideas. Teachers must consider themselves facilitators of this exchange and clearly, more expert with concepts and information. However, they too, must participate as learners within the community environment and as understanding is built, students will assume increasing responsibility for the development and achievements of the HRCA community.

#### The Study of Latin

Beginning at grade five, all students at Hope Renaissance Classical Academy will study Latin and will take yearly assessments to ensure progress in learning. The benefits of Latin study have been demonstrated across the nation. There is a strong relationship between Latin study and reading achievement. "In the District of Columbia, elementary school students who studied Latin developed reading skills that were five months ahead of those who studied no foreign language and four months ahead of those who studied French or Spanish. Two years earlier, the same students had been excluded from foreign language classes because of substandard reading performance."

“In Philadelphia, students in the fourth, fifth, and sixth grades received 15 to 20 minutes of daily instruction in Latin for one year. The performance of the Latin students was one full year higher on the Vocabulary Subtest of the Iowa Tests of Basic Skills (ITBS) than the performance of matched control students who had not studied Latin.”

Sixth-grade students who studied Latin for 30 minutes each day for five months advanced nine months in their math problem solving abilities. In addition, the students exhibited advances in the areas of vocabulary, reading, spelling, science and social studies. (“The Latin Advantage,” *Artes Latinae*, [www.bolchazy.com](http://www.bolchazy.com))

At Hope Renaissance Classical Academy, teachers and staff will promote learning for understanding. How students perceive and process knowledge provides the basis for educational practice. In the classical tradition, learners are not viewed simply as vessels into whom information is poured, rather it is determined that learners actively construct knowledge as they strive to make sense of the world. That is why the curriculum stresses the knowledge of the ages and variety of interpretations that human beings have placed upon that knowledge. The classical curriculum combined with teaching methods as developed for the Paideia classroom will emphasize the development of meaning and understanding. Constructivist learning theory provides a solid foundation for the application of classical training. It is based on several ideas that are central to a classical curriculum including the following:

- **Learning is an active process** –the learner must engage with the world
- **People learn to learn as they learn:** as they learn, they construct meaning and systems of meaning
- **The crucial action of constructing meaning is mental** – hands-on experience is not sufficient. Learners must have activities that engage the mind. (reflective activity)
- **Learning involves language** – collective research argues forcefully that language and learning are inextricably entwined (Vygotsky)
- **Learning is a social activity** – learning is intensely related to other people; teachers, peers and family. Education must acknowledge and adapt to that.
- **Learning is contextual** - we learn in relationship to what else we know. Learners build upon the structure of what they already know; therefore we must build upon prior knowledge.
- **It takes time to learn** – we must revisit ideas, play with ideas, build upon ideas
- **Motivation is a key component**- motivation is essential

These eight concepts are vital to the implementation of classical training. For example, classical education is language-focused, requiring the application of words, both written and spoken, and therefore, “different habits of thought. Language requires the mind to work harder; in reading, the brain is forced to translate a symbol (words on a page) into a concept...faced with the written page, the mind is required to roll its sleeves up and get back to work.” (“*What is Classical Education?*” [www.welltrainedmind.com](http://www.welltrainedmind.com))

## **B. Academic Standards**

Hope Renaissance Classical Academy is committed to high academic standards and will remain accountable for meeting those standards as demonstrated by both traditional models of assessment and alternative forms of assessment. Students at Hope Renaissance Classical Academy will perform well on standardized tests and achieve the following goals:

- After two years at HRCA, at least 90% of students will achieve a median score or above on ISTEP examinations.
- After one year at HRCA, no fewer than 90% of the students enrolled for two years will demonstrate a gain on the ISTEP of at least 5 percentile rankings.
- At least 90 % of students enrolled for at least two years will exceed national median scores on Iowa Test of Basic Skills.



- No fewer than 90% of the students enrolled for two years will improve their performance on the Iowa Test of Basic Skills by at least five percentile rankings.

In order to assess student achievement in the areas of reading, writing, logic and rhetoric, Hope Renaissance Classical Academy will give students additional assessments. These assessments will include, but not be limited to, the following items.

- All students will keep a writing portfolio that will compile their best work that will assist them with self-evaluation and setting higher standards.
- By 7<sup>th</sup> grade, 100% of ongoing students will have in their writing portfolio successful examples of various forms of expository essays.
- Students will present and defend a science research project or paper each year.
- Sixth grade students (and above) will participate in a structured debate or dramatic performance each school year.
- All students will read at least ten fiction or nonfiction works each year and demonstrate understanding through writing or a developed project.
- Annual assessments for Latin and Spanish study will be administered at each grade level, and achievement levels will exceed national mean scores.
- Additional assessments will be developed by the teaching team in collaboration with the Executive Director.

### **C. Curriculum**

The organization of instruction at Hope Renaissance Classical Academy is consistent with the concept of the trivium, which assumes that children progress through three stages of development: the “grammar stage” (a foundation of information gathering), the “logic stage” (thinking analytically and building relationships between fields of knowledge) and the “rhetoric stage” (which grows from the previous stages and advances students’ ability to speak and write with force and originality). The logic stage is consistent with grades five through eight and the curriculum at Hope Renaissance Classical Academy will be common, coherent and interdisciplinary.

With history as the foundation for the humanities study, each element of the curriculum will relate purposefully to the full curriculum. Each course will build upon the preceding course and older students will have increasing responsibility as senior members of the learning community. Fundamental elements of study within the exploration of history will include, literature, writing/grammar, geography, philosophy, language (four years of Latin and four years of Spanish) and wherever possible, math/logic and science. Instruction in music, art and drama will be integrated throughout. Math and science will also be taught separately to enhance the focus. Throughout all study, students will consider the strands of ideas that have remained important throughout the development of civilization. The notion of history as the primary focus for students is based upon the work and well-advised recommendations of Susan Wise Bauer and Jessie Wise in their extensive study of classical instruction, *The Well-Trained Mind* (1999). While there are various interpretations as to how classical training should be structured and infinite variations exist, the study of history is ideal as a focus for the integration of curriculum.

Although, Hope Renaissance Classical Academy will initially encompass fifth through eighth grades, or the logic stage of development, we plan to eventually add the rhetoric stage, or the final four years of training prior to college. History will provide the foundation of the high school curriculum as well and for each of these four years students will study four divisions of history: the ancient period, medieval and early Renaissance, late Renaissance and early modern, and finally, the modern period. History is not a subject, but the subject as it is the story of everything that has happened until now – it is the record of human experience. The integration of the curriculum will enable students to make

connections that might not otherwise be apparent. These connections will, in turn, stimulate questions and inquiry regarding causal relationships and the interdependence of ideas. Classical study is systematic and rigorous. It allows students to dwell “on one problem, one author, or one epoch long enough to allow even the youngest student a chance to exercise his mind in a scholarly way; to make connections and to trace developments, lines of reasoning, patterns of action, recurring symbolisms, plots, and motifs.” (David Hicks, *Norms and Nobility: A Treatise on Education*, 1981).

### Sample Four-Year Course of Study

Basic Subjects	Grades 5 - 8
Mathematics	UCSMP's <i>Everyday Mathematics</i> , <i>Transitions Mathematics</i> and <i>Algebra</i>
Science	Project 2061, <i>Benchmarks for Science Literacy</i>
Latin/Spanish	Latin study - <i>The Phenomenon of Language</i> (D. Florian) Spanish
History	Chronological study beginning with ancient civilizations – Many sources - no textbook
Integrated Subjects	Grades 5-8
Literature	Structured and free reading
Philosophy	Logic and Ethics – ideas arising from history and literature study
Rhetoric/Language	Speech/drama, spelling, grammar and vocabulary
Writing	Expository, persuasive, creative and research; also dictation
Art, Music, Drama	Appreciation and application (integrated into curriculum)

Concepts of teaching and learning advanced by Mortimer Adler (*Paideia Proposal*, 1982) are consistent with the classical model and the goal of learning for understanding. These teaching strategies include; didactic instruction, coaching and Socratic questioning – each dependent upon the level of knowledge being pursued.

### PAIDEIA INSTRUCTIONAL MODEL (from *The Paideia Proposal*, 1982)

INSTRUCTION	COACHING	SEMINARS
<i>Acquisition of Organized knowledge by means of</i>	<i>Development of Intellectual Skills by means of</i>	<i>Increased Understanding of Ideas and Values by means of</i>
DIDACTIC INSTRUCTION	COACHING	SOCRATIC QUESTIONING
<i>Using</i> Textbooks and/or resource materials in the areas of:	<i>Using</i> Exercises and Supervised Practice in the areas of:	<i>Using</i> Active Participation in the discussion of:

LANGUAGE	READING	PRIMARY SOURCE
LITERATURE	WRITING	MATERIAL
THE FINE ARTS	CALCULATING	(Documents, Literature, not
NATURAL SCIENCE	PROBLEM-SOLVING	textbooks)
MATHEMATICS	MEASURING SPEAKING	WORKS OF ART
HISTORY	LISTENING	INVOLVEMENT IN
GEOGRAPHY	OBSERVING	ARTISTIC ACTIVITIES
SOCIAL STUDIES	EXERCISING CRITICAL	MUSIC
	JUDGEMENT	DRAMA
		VISUAL ARTS

The goal of didactic instruction is to provide students with a body of knowledge from which to build. Coaching focuses on producing a product/project based upon the knowledge acquired. The goal of the coached project is to place students in a position to manipulate and apply the knowledge in a context that is personally relevant. Socratic thinking then takes the student beyond practical application into a higher order of thinking about the knowledge. This is typically accomplished through focusing on primary sources that introduce students to ideas and values from other cultures and ages. Students engage in making connections from their own worldview to the viewpoints of others. Essential elements of a Paideia classroom include:

- ❖ Involvement and interaction by teachers, students and the community
- ❖ Cooperative learning
- ❖ Art of conversation in evidence
- ❖ Civil disagreements
- ❖ Students planning, designing, working, evaluating and producing
- ❖ High expectations for the students and teacher

### **Specific Curricular Elements:**

**Latin** is fundamental to classical study and tradition. It is also a useful tool for building understanding and connections between languages and cultures.

“Latin is the key to the vocabulary and structure of the Romance languages and to the structure of all the Teutonic languages, as well as to the technical vocabulary of all the sciences and to the literature of the entire Mediterranean civilization, together with all its historical documents.”  
(Dorothy Sayers, The National Review).

Thousands of urban school projects nationally, have adopted the study of Latin because it is proven to raise English vocabulary and reading scores on standardized tests. These results “contribute significantly to literacy, cultural awareness and increased self-esteem. Over the past three years, students in the Kansas City Latin Magnet Middle School program (85% African American student body) raised their test scores on standardized tests from the lowest to the highest in the school district. The school principal attributes most of the dramatic improvement to Latin courses now required for all students, from elementary through middle school. Similar success stories have been reported among Latin-based

programs across the US, where students improve their English and Spanish via Latin. As a first language experience, Latin makes sense, because it is the key to 75-80% of the vocabulary of the five 'Romance' languages, spoken by some 750 million people in the world today. Fifty-seven nations on four continents share the common linguistic heritage of the Greeks and Romans. “ (*Why Latin In Elementary School?* Virginia Barrett, National Academy for Latin and Greek)

At the rhetoric stage and beyond, classics study including Latin has helped students to outperform cohorts on the verbal portion of the Graduate Record Exam. The 1991-92 *Guide to the Graduate Record Exam*, posts the cumulative scores of Classics majors beside those of other language majors:

{PRIVATE}	Verbal	Quantitative	Analytic
<b>Classics</b>	628	589	609
<b>French</b>	535	526	550
<b>German</b>	563	558	581
<b>Russian</b>	582	573	595
<b>Spanish</b>	497	496	515

“Another indicator of the enhanced verbal skills of Latin students nationwide is their consistently high performance on the SAT ‘s. In 1997, Latin students had a mean score of 647 on the SAT, *142 points higher* than the national average of 505. Furthermore, Latin students outperformed students of all other languages, including German and Russian, equally challenging languages, but ones that do not offer as many transferable skills for English. Spanish students scored 581 and French students 623. It's a similar pattern year after year. Informed students are finding that Latin improves their speaking and writing skills and helps lay a firm foundation for future language study” (*Why Latin In Elementary School?* Virginia Barrett, National Academy for Latin and Greek)

Nationally, the interest in Latin studies has grown significantly, probably based upon the acknowledgment that it contributes significantly to increased standardized tests scores. “The last census by the American Council on the Teaching of Foreign Languages (ACTFL) showed that Latin enrollments in public secondary schools increased 15%, from 182,000 in 1990 to 214,000 in fall of 1994. Moreover, there was *over 100 percent increase* in the number of students taking Latin in public middle schools from 12,000 in 1985 to 25,000 in 1994. A survey of private schools in the U.S. in 1994 with a response rate of about 15% by the National Committee for Latin and Greek established that at least another 44,000 students nationwide are studying Latin in private schools, many of which strive to give their students an academic edge. Recently the Montessori schools and the Edison Project adopted Latin-based programs for their elementary and middle schools, respectively. They did so in order to lay a foundation for literacy in English and for the study of other languages” (Barrett).

**Mathematics:** As students progress through the logic stage of development, they transition from arithmetic (operations) to mathematics (numerical relationships). They must develop different thought processes, from mental image to symbolic thought. Until they are able to make this transition, they will not develop the understanding necessary for pre-algebra and algebra. Therefore, the University of Chicago School Mathematics Program has been selected for math study and the transition to algebra. (Wise & Wise Bauer, 1999) This curriculum has several important features: a wide scope, an abundance of applications to practical problems, a multidimensional approach to understanding, projects for in-depth

exploration of topics and an instructional format that features both continual review and a modified mastery learning strategy.

**Logic** “trains the mind to approach every subject in a particular way—to look for patterns and sets of relationships.” (Wise & Wise Bauer, 1999) Formal logic instruction is an important dimension of disciplined critical thinking. It provides the student with a set of rules for decision making with regard to information that is received. As these rules are applied to information, students soon learn to uncover fallacies and determine inconsistencies. Students cannot undertake the study of formal logic until they have a solid grasp of parts of speech and are able to reason through problems. Early adolescents should begin to undertake increasingly more complex logic puzzles. Deductive thinking is required and the process introduces more formal logic instruction.

**Philosophy** is vital to the improvement of reasoning and need not be restricted to higher education. Philosophy provides an ideal vehicle for the study of values and the process of thinking critically. It provides a dialogue that children find irresistible because it is relevant to all. Classical reading provides an excellent perspective to begin the examination of these topics.

**Science** - In the logic stage children begin to make connections central to scientific inquiry. The logic of the scientific method is also well connected to logic in general. Children connect science to history, scientific method to the rules of logic, and they make connections between the branches of science. Project 2061 began in 1985 (National Council on Science and Technology Education), with the goal of planning the “substance and character” of science training for today’s students. *BENCHMARKS for Science Literacy* specifies steps for grades K-12 to develop increasing understanding in science by promoting science literacy. The “benchmarks” provided are based on the lasting knowledge and skills that students should acquire before leaving school. The authors see scientific study in terms of continuous strands of scientific inquiry and the connected nature of science, mathematics and technology (rather than the divisions between branches of science). *BENCHMARKS* serves as a guide for curriculum development and delineates (in a general way) the kinds of experiences that foster learning and how those experiences are connected.

### **Sample study of Japan, 1640-1680, 7<sup>th</sup> Grade: (Appendix 3)**

#### **Day One**

Introduction of the historical period: end of feudal system and beginning of isolationist policy; resurgence of the arts, birth of samurai wrestlers, video of Japan.

#### **Day Two (and possibly Three)**

<b>History:</b>	Guest speaker from University, Q and A with speaker and Students Work on timeline topics; researching Japanese culture, military and class system Trace cultural connections from China, Korea and into Japan
<b>Reading:</b>	Begin to understanding and develop a Haiku, its cultural context Exploration of written Japanese Haiku - isolating characters
<b>Activity:</b>	Construct viewfinder to isolate vignettes of surroundings from which to develop Haiku
<b>Writing:</b>	Use written language to interpret visual cues –write Haiku use traditional forms Describe what is learned unexpectedly
<b>Art:</b>	Creating and decorating of scrolls for Haiku; use of written Japanese
<b>Geography</b>	Plot earthquakes on a map; label latitude/longitude
<b>&amp; Science:</b>	Study the geography of Japan and the effects of earthquakes

**Math** Calculate the rate of travel of earthquake using latitude and longitude of epicenter  
**& Logic:** Use of origami to demonstrate concepts of plane geometry

This sample study of Japan, 1640-1680, addresses the following 7<sup>th</sup> grade standards:  
Standard 1: History -

“Students will examine the major movements, events, and figures that contributed to the development of nations in modern Africa, Asia, and the Southwest Pacific from ancient civilizations to early modern times.”

Standard 5: Individuals, Society and Culture-

“Students will examine the role of individuals and groups in societies of Africa, Asia and the Southwest Pacific, identify connections among cultures and trace the influence of cultures of the past on present societies. They will also analyze patterns of change, including the impact of scientific and technological innovations and examine the role of artistic expression in selected cultures.”

Also: Standard 1, Historical Knowledge (7.1.11) and (7.1.12)  
Standard 1, Chronological Thinking Comprehension, Analysis and Interpretation (7.1.16) and (7.1.18)  
Standard 1, Issues-Analysis, Decision-Making, Planning, and Problem Solving (7.1.21)  
Standard 3, Physical Systems (7.3.7) and (7.3.10)  
Standard 3, Environment and Society (7.3.14)  
Standard 5, Individuals, Society and Culture (7.5.1) , (7.5.2), (7.5.3), (7.5.6) and (7.5.9)  
Standard 1, Reading: Word Recognition, Fluency, and Vocabulary Development (7.1.1) and (7.5.7)  
Standard 3, Science, The Earth and the Processes that Shape It, (7.3.7), (7.3.4),  
Standard 3, Forces of Nature, (7.3.18) Systems (7.7.1)  
Standard 4, Geometry and Standard 6, Data Analysis and Probability

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### Sample study of the Renaissance, 6<sup>th</sup> grade: (Appendix 3)

#### Day 1

**History:** Introduction of Renaissance Period  
Read and discuss the beginning of the Renaissance period  
**Geography:** Map trade routes for imports and exports  
**Math** Navigation study: use of sextant, navigation by the stars, history of navigation  
**And Logic:** Calculate destinations of trade routes  
Relationship of distance/time/supplies x passengers and livestock  
**Science:** Copernicus and his discoveries  
**Activity:** Make a compass  
**Reading:** Students choose select supplemental reading to be connected as foundation for writing  
**Writing:** Brainstorm ideas for research paper on area of interest; ex. lifestyle changes as a result of exposure to other cultures  
**Latin:** Latin words with derivatives from the historical context

The sample study for the beginning of a 6<sup>th</sup> grade unit on the Renaissance addresses the following Indiana standards:

- 6<sup>th</sup> Grade      Standard 1; History, “Students will examine the key historic movements, events and figures that contributed to the development of modern European and American nations from early civilizations to early modern times.”
- Standard 6; World History and Civilization, “Students will examine the antecedents, events, outcomes, and legacies for Western Civilization of the Renaissance and Reformation from 1250 to 1650.” ( 6.1.10 )
- Also:      6<sup>th</sup> Grade – Standard 3 –Geography (6.1.11)  
              6<sup>th</sup> Grade – Standard 4 – Economics (6.4.1, 6.4.2)  
              6<sup>th</sup> Grade – Standard 5 – Individuals, society and culture (6.5.4, 6.5.5, 6.5.7)  
              6<sup>th</sup> Grade –Standard 2- Reading Comprehension (6.2.7)  
              6<sup>th</sup> Grade – Standard 4 -Writing Process (6.4.5, 6.4.1)  
              6<sup>th</sup> Grade –      Math Standard 1 – Number Sense  
                              Math Standard 2 –Computation  
                              Math Standard 5 – Measurement  
                              Math Standard 7 – Problem Solving  
              6<sup>th</sup> Grade –Science Standards –(6.1.1, 6.1.5, 6.2.7)

#### **D. Assessment**

HRCA’s approach to assessment is to invite feedback and design and build an evaluative framework that accurately measures our progress in both academic and non-academic ways, and to share the results with all of its stakeholders. *HRCA is interested not only in performance, but also in ensuring that every member of our school community (including staff) challenges themselves to the full extent of their capabilities.* Thus HRCA views assessment not only as an essential means to evaluate student progress, but as a comprehensive vehicle for encouraging continuous improvement and success. Finally, it will allow us to document our progress as a preliminary step to serving as a model for replication elsewhere.

In order to focus on understanding as a foundation for critical thinking and rhetorical logic, performance tasks or projects must anchor each unit. These types of assessment are essential to provide evidence that students are able to use their knowledge in context and to ensure enduring understanding. The interdisciplinary focus of the curriculum will afford opportunities for performance and project work that will emphasize the particular skills and interests of individual students. Assessments will also be important for determining stakeholder satisfaction and HRCA will develop methods of making such assessments.

<b>Exit Standards to be Achieved</b>	<b>Baseline Measurement Tool</b>	<b>Strategy for Attainment</b>	<b>Exit Standard Measurement Tool</b>
8 <sup>th</sup> Grade: Submit a research proposal, conduct necessary research and write a well developed research paper of at least 5-8 pages;	Teacher assessment of prior knowledge and skill with early-year writing project.	Implementation of interdisciplinary curriculum.	Educational Records Bureau Writing Assessment
8 <sup>th</sup> Grade (who have attended HRCA for 3 or more years): Enter the second year of Latin and Spanish at the high school that they attend.	Teacher assessments.	Implementation of yearly language instruction.	National Latin Exam and High School Foreign Language Placement Exams
Grades 5-8: median score or above on standardized tests.	ISTEP and/or ITBS for baseline (alternate years)	Daily math instruction and interdisciplinary work.	ISTEP and/or ITBS
8 <sup>th</sup> Grade (who have attended HRCA for two years or more): Qualified to enter geometry or above in freshmen year of high school.	ISTEP and/or ITBS for baseline competence in algebra.	Daily math instruction and interdisciplinary work.	High School Mathematics Placement Exams

### **Baseline Assessments**

In September of each year, baseline assessments will be administered in order to evaluate student needs. As detailed earlier, students will be given the Iowa Test of Basic Skills and the ISTEP exams at each grade level and in the core subject areas. We are fully aware that even in a rigorous academic program, tests provide only one measure of evaluating success and failure. Multiple measures also provide concrete feedback that allow us to evaluate what areas we need to change, what is working, and what is not. Students will also receive alternative forms of assessment consistent with HRCA's mission to teach critical thinking and persuasive writing. These would include but not be limited to, National Latin Exam, Educational Records Bureau Writing Assessment, high school placement exams and alternative assessments developed by the teaching team in collaboration with the executive director.



In addition to formal testing, HRCA has developed a comprehensive framework of assessment tools to examine: (1) individual student progress; (2) overall school performance, and (3) satisfaction with the school on the part of its stakeholders.

### *Individual Student Progress*

Both formal and informal performance assessments will be used to establish a competencies and deficiencies plan for individualized programming according to each student's needs, and to provide a range of evidence regarding academic growth commensurate with ability. The latter is particularly vital, as one student may lack the potential of another, yet work far harder to achieve his or her individual goals.

In addition to testing, assessments will combine all of the following sources:

- Individual Student Portfolios. These will be maintained daily and may contain notes, project descriptions, reports, community service documentation, extracurricular achievements, and any other student work. Staff progress reports documenting student work may also be placed within a portfolio.
- Student Writing Samples. These will include both formal reports and more imaginative pieces, including poetry, essays, and fiction.
- Student reports and special projects.
- Presentation/performance on a topic or field suggested by the student, with the consent of his or her teacher.
- Self-Assessment. In consultation with a staff member, all students will be asked each quarter to honestly assess what they have done well, where they have and have failed to challenge themselves, where they have or have not carried through on an assignment or task; and where need to improve.

### *Overall School Performance*

A School wide Assessment Team will interview students, parents and staff; observe classroom and general school activities; review surveys from all school stakeholders; and evaluate score results and any other accountability data. The team will provide concrete suggestions for positive changes for the coming year.

### *Satisfaction with the School*

HRCA will place an extremely high value on stakeholder satisfaction with all aspects of the school. Surveys will not only provide solid feedback, but also give a variety of suggestions for creative initiative in many new areas. And in the process of reaching out to parents and the greater community, they will also help us to actively engage our families and friends. Surveys will be undertaken at least once a year.

The following will be used to help measure stakeholder satisfaction:

- Parent surveys. These will ask for both feedback and suggestions on overall school quality, teaching, and culture, as well as responses to whether or not they felt listened to and included by staff.
- Teacher satisfaction. Staff will be asked to comment thoroughly on perceptions, expectations, ideas, and next steps.
- Student comments. Students will be asked to complete anonymous questionnaires asking about their levels of satisfaction with the curriculum, teaching, culture, learning opportunities, and the extent they feel listened to and acknowledged. They will also be specifically questioned as to their satisfaction as compared to any previous academic environments.

### *Utilizing Assessment Results*

#### **School wide Assessment Team**

HRCA will create a team of staff, parents, and board members to evaluate assessment results from all sources and determine what needs to be improved for the following year, and where additional resources need to be allocated. While this assessment will take place at the end of each academic year, the team will meet monthly beginning with the opening of school to plan its activities and construct rubrics and procedures for carrying out its tasks. In addition to items mentioned above, it will particularly focus on staffing needs (including use of mentors and educational assistants); parent involvement and the degree of parent volunteer activity; the effectiveness of communication between staff members and between staff, parents and students; utilization of technology, including the need for any updates due to innovations over the past year; and in delineating areas where additional funds need to be allocated, or where current funds are no longer needed and can now be shifted to another program or task.

Provisions for school development/improvement will also include an evaluation of, and suggestions for, on-going professional development. Professional development opportunities include concentrated training in classical education through the Trinity School, teacher development program, Paideia seminars, technology training, in-service programs, workshops with community partners and other opportunities that are aligned with school improvement objectives.

#### *Individual Student Improvement*

Staff members on the team (after consultation with other school staff, parents, or interested parties) will also specifically recommend ways in which individual students might benefit from additional help, resources, or focus on the basis of assessment results. This would include both students who have excelled and need to continue to be motivated to do so (in terms of broader opportunities, more challenging projects, etc.), and those that have fallen behind or clearly not lived up to their potential. In each case, an individualized learning plan that specifically addresses any concerns will be drafted, discussed with the student (and if applicable, parent(s) or guardian(s), and implemented. Each quarter, a report will be made to the School-wide Assessment Team as to individualized progress, and where additional attention is still required.

#### *Dissemination of Results*

All assessment outcomes will be reported annually in terms of absolute scores for within-year student gains and losses and year-to-year student gains and losses. HRCA will compile all of these assessment results and publish them by June of each year. Recipients will include students and their families; board and staff; school partners; the Office of the Mayor; and any other interested parties. However, additional communication with students and their families will take place on at least a bimonthly basis throughout the school year, supplying reports on student progress, achievement, extra-curricular week, and any school wide assessments.

### **E. Support for Learning**

#### **a.) Philosophy of Discipline**

Respect for and among students and teachers, is the key element of discipline at HRCA. This emphasis will be supported through responsive classroom techniques such as Circle of Power and Respect (CPR) (Chip Wood, Northeast Foundation for Children, Inc.). This daily meeting at all grade levels has four components and “offers middle-school-age children stability during a period in their lives dominated by tumultuous change. It also allows them to do what they most want and need to do: connect with their peers. Students at this age long to be part of the group but they’re often uncertain how to join together in

a way that isn't mean and exclusive. CPR gives them a way. Seated in the CPR circle, all students are seen and acknowledged. Students learn to greet each other with respect; communicate with power and authority without putting each other down; listen to each other's stories, hopes, and fears; and talk about the business of the day ahead ... But, CPR goes further than simply setting the stage for good learning. All of the components of CPR lend themselves to the introduction or reinforcement of academic skills. Through Greeting, Sharing, Group Activity, and News and Announcements, middle school students learn how to think critically, how to frame and ask good questions, how to solve problems, how to work cooperatively, and how to turn their need for peer connection into a positive and dynamic learning strategy. CPR makes sense for middle school students." (Lynn Bechtel, NEFC)

HRCA students will also wear casual uniforms such as polo shirts and shorts or trousers. This dress code will encourage a sense of community among the students and eliminate the pressure that students often feel with regard to dress. There will be provisions for families who need assistance with the purchase of uniforms.

The concept of mutual respect will reinforce positive attitudes and behaviors among both the general population and special needs students.

#### b.) Family/School Partnerships

Family relationships are important for student success and the creation of community within HRCA. Plans are underway to develop a family resource center. Through the family resource center we intend to provide access to technology, special tutoring for students, family networking options and classes for parents in English, Latin and/or other educational areas. Other ideas for family involvement include a Great Books Club and other academic interest clubs such as science.

HRCA will have a parent representative on the board of directors. In addition, we hope to have parent volunteers who will supervise structured reading, join in organizing games and activities for recess, and assist with the arts. Classroom reporters will assist with the production of a school newspaper that will keep parents informed about activities, interests and scheduled events.

Extra-curricular activities including chess club and school athletic activities will be enhanced through family involvement. Family Nights will be held frequently and families will enjoy student exhibits and performances. The agendas for Family Nights can vary based upon the activities and needs of students, teachers and families.

A minimum of three parent/teacher conferences will be held each school year in October, January and May. These conferences will include student participation and when needed there will be ongoing dialogue between family, student and staff at HRCA in order to assist children with specific issues or problems.

HRCA intends to measure parent satisfaction through various survey instruments and informal methods, such as information gathered through parent-teacher conferences. An annual school report card will be published by the Executive Director in collaboration with the board of directors and distributed to all families.

#### c.) Community Partners

HRCA is committed to building profound and meaningful relationships with its community partners. As a small school, we plan to emphasize quality rather than quantity in our partnerships, looking for partners who will become integral members of the HRCA community.

For example, Butler University students may tutor Latin, contribute original research to the development of specific history lesson plans, direct plays, and participate in community service projects. Indiana Academy of Music members might provide group and individual music lessons before school or during the school day. HRCA students might spend significant time at the Indianapolis Museum of Art participating in the research and design for an upcoming major exhibit. Young Audiences might train teachers in integrating arts in all areas of curriculum as well as schedule appropriate artists for specific curriculum design.

## **F. Special Student Populations**

HRCA's philosophy is to provide special needs students with the full range of adjunct services and instruction they may require, while making every effort to integrate them into the school so that they do not form a separate group apart from the general student population. This includes implementing strategies to actively include them in all programs and activities at which they feel at ease and supported. In fact, we intend that most special needs students will not be viewed as "different" by the general student body. We feel strongly that providing this degree of support and inclusion will allow the school as whole to not see our special needs population as having problems that need to be addressed, but as potentially strong contributors to the greater school community.

In terms of school resources, HRCA will hire a multi-licensed special needs director who will work closely with our own teachers, other staff, and parents. We also look forward to becoming a member of the Indianapolis Charter Special Services (ICSS), which can provide us with the support and additional specialized services we will need. (HRCA will apply for membership in the ICSS at the first available opportunity after sponsorship is granted.) Although our own special needs director will be principally responsible for all assessment, drawing up individualized learning plans, assuring that appropriate services are provided, and all associated reporting functions, this partnership will ensure that no student falls through the cracks and that specialized services beyond the scope of HRCA can be adequately provided and supported. Any outside referrals for services, be they medical, behavioral or learning/skills related, or other, will be made by our director with the help of ICSS (when necessary). Parents and other family members will also constitute a key aspect of any support provided to special needs students, and will be continually consulted and accessed regarding academic, improvement, health, behavior, and/or learning issues.

Our special needs director will assess all students with previous special needs histories, as well as those who are brought to his or her attention by another teacher or a parent. Each student's progress will be monitored after an IEP is developed with the help of parents and other teachers, and regular meetings will occur to assess if and when any changes in the IEP need to occur.

Though HRCA emphasizes a classical curricular approach, this must be equally understandable by and accessible to all of its students to be successful. This includes students for which English may not be their first language. Until the makeup of our enrollment becomes clearer, we do not know the number of students who will be in need of ESL instruction or tutoring, and the extent of the help we will need to provide. We are absolutely clear that providing this help is a priority, especially as we intend a concerted outreach to Hispanic and other communities where language may be a factor.

Our intention is to contract with a licensed ESL instructor or an agency that can provide these services after a thorough screening process that will assess the best fit for the needs of our students and the number of students requiring these services. If necessary, we will recruit parents and others to serve as additional educational aides to augment this instruction and provide a mechanism for greater practice in language and writing skills. We also intend to make available and fully utilize computer-based software as an additional language tool for our LEP students.

Finally, we view students from other cultures as a key teaching resource. We will continually encourage them to share their experiences, world-views, and culture, and designate specific occasions when this can take place in addition to regular class time. We will do everything possible to make them feel important not only as students, but as prospective teachers for the entire school.

### **G. School Characteristics**

To meet the challenges faced by working families as well as the academically rigorous curriculum of HRCA, the school day will begin at 8:45 a.m. and will end at 5:00 p.m., with supervision available prior to the beginning and at the end of the school day. It has become typical within middle school environments, to limit time for lunch to 20 minutes a day, with no conversation allowed. In addition, it is common for students to spend most or all of the day in class, with little opportunity to expend energy or participate in outdoor activities. At HRCA, we will allow students to converse while they eat, eat in a leisurely way and spend the remainder of their 45-minute lunch periods involved in organized games or social interaction. This time, combined with two other planned breaks in the daily schedule will allow students to build community, focus on activities of interest and retain focus during the more intense academic periods of their day. The school day will begin with the Circle of Power and Respect (CPR) that will build relationships and foster a safe environment for students. Following this meeting, students will meet in blocks that can last from 45 minutes to three hours. Each teacher will have a full lunch period and two preparation periods per day, consistent with the schools mission of interdisciplinary courses.

Children will attend school a minimum of 185 days per year, beginning after Labor Day and ending in mid-June.

#### **Notes Regarding Schedule:**

1. The school day is from 8:45 to 5:00.
2. Periods 3, 6, & 9 are split: for grades 5 and 6 the first half is unstructured reading or lunch and the second half is recess. For Grades 7 and 8 the reverse is true.
3. The principal or counselor supervises recess; teachers eat during Periods 5 or 6.
4. Adult staff or volunteers will be needed to supervise silent reading.
5. Only 8 teachers are needed, but each must prepare 4 lessons per day and teach for 6 hours. He/she therefore needs a full lunch period and 2 full preparation periods per day.
6. Although the day is broken into periods, block scheduling is easily accommodated within each grade level and will be the usual format. For example, the morning for class 5A after CPR (Circle of Power and Respect) will be a humanities block with history as the focus and language arts integrated. Teachers will have the flexibility with this type of scheduling to rearrange and direct the study.
7. Because the day is long, there will be time available for snacks, depending upon the lunch schedule.
8. The break every 90 minutes helps students and teachers and allows for trips to a public library or park without disrupting other grades.
9. Arts and study period will allow for flexibility with regard to specific student needs and/or additional time for arts study, individualized instruction, etc.

**Daily Schedule:**

PERIOD	5A	5B	6A	6B	7A	7B	8A	8B
8:45	CPR*	CPR*	CPR*	CPR*	CPR*	CPR*	CPR*	CPR*
1 9:15 or 9:30	ENGLISH	HISTORY	MATH	SCIENCE	LATIN	SPANISH	ARTS	STUDY
2 10:15	HISTORY	ENGLISH	SCIENCE	MATH	SPANISH	LATIN	STUDY	ARTS
3 11:00	Silent Read/ Outside	Silent Read/ Outside	Silent Read/ Outside	Silent Read/ Outside	Outside/ Silent Read	Outside/ Silent Read	Outside/ Snack/ Silent Read	Outside/ Snack/ Silent Read
4 11:45	MATH	SCIENCE	LATIN	SPANISH	ARTS	STUDY	ENGLISH	HISTORY
5 12:30	Lunch/Out	Lunch/Out	Lunch/Out	Lunch/Out	Lunch/Out	Lunch/Out	HISTORY	ENGLISH
6 1:15	SCIENCE	MATH	SPANISH	LATIN	STUDY	ARTS	Out/Lunch	Out/Lunch
7 2:00	LATIN	SPANISH	ARTS	STUDY	ENGLISH	HISTORY	MATH	SCIENCE
8 2:45	SPANISH	LATIN	STUDY	ARTS	HISTORY	ENGLISH	SCIENCE	MATH
9 3:00	Read/ Snack/ Outside	Read/ Snack/ Outside	Read Snack/ Outside	Read/ Snack/ Outside	Read/ Snack/ Outside	Read/ Snack/ Outside	Outside/ Silent Read	Outside/ Silent Read
10 3:45	ARTS	STUDY	ENGLISH	HISTORY	MATH	SCIENCE	LATIN	SPANISH
11 4:30	STUDY	ARTS	HISTORY	ENGLISH	SCIENCE	MATH	SPANISH	LATIN

**A Day in the Life of a Typical Student at Hope Renaissance Classical Academy**

It is 8:30 in the morning and Paul is anxious for school to begin. He has arrived early and has time to play a quick game of chess with his friend Carlos. Both boys are in the 7<sup>th</sup> grade at Hope Renaissance Classical Academy. Paul is having a problem concentrating on the game because his mind keeps wandering to the contents of his backpack. He brought to school a small blue bear and he is anxious to share it with his class. Even though he is twelve years old, Paul is not embarrassed to share his love for this bear and how he came to own it. In Circle of Power and Respect, the students have spent much of the last week discussing their attachments to “comforting” possessions. Alice, who brought a special blanket to school in anticipation of a sleepover, initiated the topic. The group became very engaged in discussing the details of this blanket and asked questions like: “What was the original color?” “How long have you had it?” and so on. This class of 7<sup>th</sup> graders, through regular participation in CPR, had been building trust and developing the skill of empathy. They set aside their cool, aloof adolescent attitudes to respond with respect and interest when Alice talked about the blanket. Paul had been given his bear when he went into the hospital as a seven-year-old. He felt a strong attachment to the bear and was eager to tell his story. His classmates were quite interested in his hospital experience and an animated discussion about doctors, nurses and “fear of hospitals” ensued.

The CPR meeting progressed into a discussion of the day’s work ahead, and Paul’s attention turned to his daily plan. Paul’s first block of the day was language and he knew he would spend a part of

the morning working on Latin vocabulary, translation and creating a Latin word-search puzzle. In Spanish, the teacher had the entire class writing skits (in-groups) which would be acted out and interpreted by the other groups. After Spanish, Paul had the opportunity to read silently, a book that he had chosen – *The Golden Compass*. Paul loved unstructured reading because the teaching assistant allowed them to lounge on comfortable furniture in the library. After reading, Paul headed for the playground to play a supervised soccer game. A group of boys and girls had settled on that game a couple of weeks ago and never seemed to tire of it. Paul wished that Carlos would join in, but Carlos preferred chess and usually spent his free time engaged in numerous games of speed chess. Even though it was cold outside, students were allowed (with proper warm attire) to be outside and expend their energy.

From 11:45 until 3:00 p.m., all of the 7<sup>th</sup> graders worked on humanities study. They had a break for lunch and play, but most were eager to get back to the engaging study of Japanese history. Paul knew that today, he had much to do. He began with his timeline, noting important events in Japan's political history and connecting those events to cultural developments. He then shifted from timeline to reading. He was enjoying a book of Japanese myths and when he finished it, he chose three from the collection to write about. This writing assignment involved a brief description of each myth, an assessment of the type of myth and comparisons with myths from other cultures. Some of these components required additional research, but eventually Paul had recorded most of the information in his reading notebook. One of his teachers would review the writing and offer suggestions for a second draft, for tomorrow. After working on reading and writing, Paul became engrossed in group study of Haiku production. His class was engaged in assembling a viewfinder, determining perspectives and creating Haikus on scrolls. This work was very exciting, because it was to be shared with parents during an upcoming Family Night. Paul enjoyed the soft Japanese music that the teachers played during as the room hummed with its own kind of music, students immersed in thoughtful activity.

After the last break, Paul has math and science instruction. Today they look at the island of Japan and its topography. The science teacher showed all of the students a great topographical map and they examined the island of Japan, discussing its propensity for earthquakes. This teacher always had some cool photos to illustrate their lessons. Paul liked to see, as well as hear about the topics they discussed and these visuals really helped him remember. Paul has a serious interest in geology and is anxious to learn all about the "mechanics" of an earthquake. The "KWL" chart their teacher uses really makes them think - Paul has even been using them himself when he's getting organized to work on a project.

Math, the last class of the day, allows students to continue thinking about and working with earthquakes. Paul loves learning how to plot the rate of the earthquake from its epicenter. Using the information from the Richter scale he and his classmates will soon devise an early warning system that could be used to save lives - a prototype system that they will share with the city council of their sister city in Japan. But for today, he has to finish his origami figures that demonstrate concepts of plane geometry. Paul had been up late working on his the night before and he was nearly finished. He did his best work and he's sure that his instructor will praise him for a job well done! Paul and Carlos work as partners on projects like this. Paul appreciates the fact that Carlos is faster with math computations and they share ideas as they figure out the problems.

Five o'clock arrives sooner than Paul expects. His day has been filled with engaging activity and he looks forward to some downtime with his family. He is anxious to tell his family about events of the day.

## **IV. Organizational Viability and Effectiveness**

### **A1. Enrollment**

Small class sizes are central to HRCA's academic mission as is having an overall school size that facilitates the development of a strong sense of community among teachers, students and their families.

The Carnegie Foundation report "Great Transitions: Preparing Adolescents for a New Century" recommends that middle-school age students be taught in smaller units in order to foster stable relationships between teachers and students and among students, "smaller class sizes can ensure that each student is well-known and respected." The Coalition for Essential Schools recommends four essential elements for effective school design: courses and curriculum designed to require serious intellectual work; a student-teacher ratio not to exceed 20:1; an environment in which teachers have authority over their work and time to collaborate; and family and community involvement.

For these reasons, HRCA has determined the following growth pattern would be most appropriate over the initial term of its charter:

Year 1:	Grades 5, 6, 7, two classes of 20 students each:	Total of 120 students
Year 2:	Add two classes of 20 students each for Grade 8:	Total of 160 students
Year 3:	Add 1 class at each grade level, reducing class size to 18 students:	Total of 216 students
Year 4 –5:	Sustain capacity enrollment at 216 students	

HRCA is committed to upholding the Indiana Charter Law, which prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. In meeting this commitment, HRCA has developed a timeline and marketing strategy that focuses on broad-based recruitment. We will also develop promotional materials in languages other than English to ensure communication with limited English proficient populations. In compliance with the standing desegregation order, a goal of a minimum of 15% African-American student enrollment will be aggressively pursued. Our overall recruitment goal is to recruit a student body that is broadly reflective of Northwest Indianapolis/Marion County.

As we anticipate that demand will exceed enrollment capacity, HRCA will adopt a non-discrimination enrollment policy. The Board of Directors, in cooperation with the Mayor's Office, will develop procedures for a lottery. The lottery will be administered by a C.P.A. in a manner that assures fairness for all students. The lottery will also be governed by these rules:

- a.) All students who have applied will be allowed to enter the lottery;
- b.) If a student is chosen in the lottery and there is a sibling or siblings who want to attend the school, those siblings will be given preference so the family can all attend the same school. In the case of families with more than one student to enroll, the family will enter the lottery only once so that, if selected, all family members will then be accepted.
- c.) The lottery will be conducted by the last Friday of April of each year.
- d.) Students who are in good standing can re-enroll in the school each year. If a student enrolled in the school has a sibling who desires to attend, that child will be given preference so the entire family can attend the school.

Informing families about HRCA and reaching families traditionally less informed about such options will drive HRCA's proactive marketing plan. Appropriate budget figures have been allocated for



the implementation of the plan. The board of directors has already begun the implementation of the plan and will continue throughout the charter review process and up to enrollment deadlines.

### **HRCA Marketing Plan**

Objective:	To inform Indianapolis families about Hope Renaissance Classical Academy and its mission
Target Audiences:	Families living on the northwest side of Indianapolis, all Indianapolis families, media, potential community partners, local corporations and foundations, national foundations
Desired Outcomes:	Successful attainment of recruitment goals Successful outreach to diverse populations Corporate and foundation support of HRCA's mission Development of strong community partnerships Positive media exposure
Methods:	<ol style="list-style-type: none"><li>1. Design a logo that will identify the school and become central to communicating a consistent message.</li><li>2. Write and design a brochure that can be used for recruitment of students, community partners and included in funding proposals</li><li>3. Distribute a press release to all area media outlets about HRCA's mission, providing contact information.</li><li>4. Make presentations at neighborhood association meetings.</li><li>5. Work with Black Alliance for Educational Opportunities (BAEO) to make presentations to families who have expressed strong interest in exploring educational options.</li><li>6. Contact and work with the Hispanic Education Center to provide Hispanic families with information about HRCA.</li><li>7. Contact and work with Holy Angels Academy, a possible feeder elementary school located on the northwest side of Indianapolis that has a 100% African-American student enrollment</li><li>8. Place advertisements in <i>The Recorder</i>, <i>Indy's Child</i>, <i>El Puente</i> and neighborhood newsletters to advertise public and neighborhood meetings, to provide contact information, and to communicate enrollment procedures and deadlines.</li><li>9. Develop and publicize an HRCA web site</li><li>10. Seek out other opportunities to inform the Indianapolis community about HRCA</li><li>11. Distribute news releases to media outlets and community calendars about all public and neighborhood meetings; actively seek opportunities for media interviews and feature opportunities focusing extensively on opportunities to reach a diverse population.</li></ol>

**Timeline:**

<b>DEADLINE</b>	<b>TASK</b>	<b>STATUS</b>
<b>June 15, 2002</b>	<b>Logo Development</b>	<b>Completed</b>
<b>July 8, 2002</b>	<b>Brochure Publication</b>	<b>Completed</b>
<b>July 8, 2002</b>	<b>Completion of press release regarding HRCA's mission and contact information</b>	<b>Completed</b>
<b>Ongoing</b>	<b>Make presentations at neighborhood meetings</b>	<b>On agenda for : August Meeting of Crooked Creek Community Council which represents nine northwest neighborhood associations; September meeting of Butler-Tarkington Neighborhood Assoc.; contacted other northwest side organizations</b>
<b>Ongoing</b>	<b>Work with Black Alliance For Educational Opportunities (BAEO) to reach interested families</b>	<b>Met with Barato Britt, BAEO executive director, who will schedule meetings beginning in late August between HRCA and target families</b>
<b>Ongoing</b>	<b>Work with Hispanic Education Center to reach interested families</b>	<b>Plan to contact center to schedule informational meeting in mid-August</b>
<b>July 1, 2002</b>	<b>Contact Holy Angels Academy</b>	<b>Met with Sister Theresa Boland, Holy Angels principal, about HRCA. She will schedule opportunities for information to be presented and distributed to parents.</b>
<b>Sept. 30, 2002</b>	<b>Publish HRCA web site</b>	<b>Web site designed and ready to publish upon receipt of the Walton Family Foundation Planning grant (expected in mid-Sept.)</b>
<b>Ongoing</b>	<b>Place advertising to promote HRCA's mission, public meetings and enrollment procedures and deadlines</b>	<b>Advertisement created and placed in August and September issues of <i>Indy's Child</i>; deadlines obtained for other target newspapers and area neighborhood newsletters and will be placed upon receipt of the Walton Family Foundation Planning grant (expected in mid-Sept.)</b>
<b>Ongoing</b>	<b>Seek out other opportunities to inform the Indianapolis community about HRCA</b>	<b>Have placed HRCA brochures at local library branches; plan to meet with directors of area community centers, such as YMCAs, Martin Luther King Community Center and Jewish Community Center, to discuss placing advertisements/stories in newsletters and brochures at information desks.</b>

<b>Ongoing</b>	<b>Develop a mailing list of interested families with whom we regularly communicate in person, by phone, by mailings, and through e-mail</b>	<b>We have begun to develop this mailing list and will continue to add names as we meet with neighborhood organizations.</b>
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## **A2. Demand**

During the past six months, HRCA's board of directors has met with numerous community leaders and families about the school's mission and appeal. Those discussions have conclusively confirmed to HRCA's board of directors that there is not just an interest in this school but a passionate desire to see the school chartered. These individuals have expressed particular pleasure that HRCA will target middle school students, a developmental period that they believe too often underserved. We are, therefore, confident that HRCA fills a crucial niche within the Indianapolis community.

Families' interest in alternative middle school options is vividly exhibited in the waiting lists at local private and IPS magnet middle schools. As of August 2, 133 students were on the wait lists for the sixth grade alone for the seven IPS magnet middle schools. Even higher numbers are on wait lists for the seventh and eighth grades. Our discussions with Barato Britt (executive director of the Black Alliance for Educational Opportunity), Sister Theresa Boland, principal of Holy Angels Academy, Mary Darling, from Butler-Tarkington Neighborhood Association, and Marsha Coleman and Joanna Franklin of Crooked Creek Community Council, and many others, have confirmed to us that many of these families on wait lists would be extremely interested in the option offered by Hope Renaissance Classical Academy.

We have also begun to develop a mailing list of interested families with whom we plan to regularly communicate about the school. We have already collected a list of names and recently placed an advertised in the widely read free newspaper *Indy Child* to which we have begun to receive phone calls from interested families (Appendix 4). After our upcoming meetings with Butler-Tarkington Neighborhood Association, Crooked Creek Community Council and BAEO, we anticipate adding a minimum of another 200 names to our mailing list.

## **B. Human Resources**

The Board of Directors (Board) will adopt personnel policies which will be provided to each staff member and be incorporated into an employee handbook. Personnel policies will reflect the school's mission, vision, legal structure, bylaws and applicable state and federal laws.

The Board of Directors has identified an Executive Director, Dr. Dina Stephens, who will begin full-time work for Hope Renaissance Classical Academy as soon as it is chartered. Along with the Director of Administrative Services (tentatively identified as Judy Ellington) the Executive Director will be responsible for day-to-day operations. The Director of Administrative Services reports to the Executive Director and the Executive Director reports to the Board.

The Board will evaluate the Executive Director and the Executive Director will evaluate the Director of Administrative Services. Evaluations will be based on the Executive Director's and Director's ability to apply sound fiscal and educational practices and to meet the program and academic goals of the school. The Board's human resources committee will develop an evaluation process to be used for the Executive Director and will work with the Executive Director to develop similar processes for evaluating teachers and other staff members. Special attention will be given to creating evaluation tools that measure commitment to and expression of HRCA's mission as well as contribution to meeting student and school assessment goals.

**Dr. Dina Stephens, Executive Director**, has the vision, academic background and practical knowledge necessary to develop and implement a classical curriculum. She has knowledge of technology and its application to teaching methods. She also has planning and organizational skills and experience developing and working with a board of directors. She has built community partnerships and has the communication skills necessary to work with parents, students and staff. Dr. Stephens has budgetary management experience and demonstrated fund-raising skills. She has the ability to write grants, manage funds and find resources. Dr. Stephens will be responsible for recruitment, hiring and evaluation of staff; professional development; assessing student progress; and ensuring that Indiana standards are met.

**The Director of Administrative Services** has been identified as **Judy Ellington**. Ms. Ellington will be responsible for non-teaching decision making. She can begin full-time work for HRCA as soon as she is officially hired. Ms. Ellington brings more than 20 years of experience from the world of business. She has proven skills in the areas of customer service, accounts payable, personnel and budget management. Ms. Ellington has supervisory experience, strong communication and organizational skills and the ability to work effectively with the public. At HRCA, she will support accounting, payroll functions and benefits acquisition. She will address the scheduling of personnel and substitute teachers and carryout the implementation of the transportation plan (an area in which Ms. Ellington has specific and extensive experience). Ms. Ellington will receive training and ongoing support for auditing and state reporting responsibilities through SchoolStart.

**Teachers** – The school will seek highly motivated teachers with a commitment to the school's mission and philosophy. Teachers will have a strong and broad academic foundation. Because the school will emphasize thinking critically, speaking eloquently and writing persuasively, teachers must have strong oral and written communication skills. They must be able to apply technology to the classroom setting. Teachers must be able to foster inquiry and analytical habits of mind, inspire critical thinking and provide basic skills to enable expression of thought. They must be skilled in research methods, project planning and management and study habits. Teachers must appreciate and respect the individuality of each student and must be able to guide each student down the path to his/her full potential. Teachers must embrace the team concept. They will have shared responsibilities and must be able to cross grade and subject matter lines.

Three potential teachers have been identified by HRCA and have assisted with the planning and curriculum development of the school. They are not identified by name in this document out of respect to their current positions.

**Teacher #1** is an Indianapolis native. He earned a Bachelor's Degree from the Business School of IUPUI, and a Master's Degree in Secondary Education from Ball State University. He has been a staff member of Indianapolis Public Schools since 1998. He volunteers his time at the Southeast Side Community Organization and has been awarded the Mayor's Volunteer Award. One unique attribute he brings to the classroom is his experience outside of the classroom as a business owner/operator on the Near East side of Indianapolis for over 20 years. It's this down to earth pragmatism that drives his teaching style. He is highly energetic and easily motivates students to "get the job done."

**Teacher #2** attended parochial school in Fort Wayne, Indiana. She holds a degree in fine arts from the Fort Wayne Art Institute, a degree in Interpersonal/Public Communications and English from Purdue University; and a Master's Degree in Secondary Education from Ball State University. She is an award winning writer, speaker and artist. This teacher has won the Distinguished Service Award from the United Cerebral Palsy Foundation of Indiana, was a Great Books leader and a Brownie Troop leader. She

has been a staff member of Indianapolis Public schools for two years, following an eight year long involvement as a professional nanny, specializing in early childhood development. Her warm, easygoing personality and interactive approach to teaching engages students and encourages them to be proud of their talents and use them to the fullest potential.

**Teacher #3** received her B.A. from Indiana University in 1990, majoring in Russian & Slavic Studies. She graduated in the top ten of her class and was a member of the Golden Key Honor Society. As an Indianapolis native, Teacher #3 has been active in 4-H, Girl Scouts and the Girl's Club. She currently tutors for the Praxis exam at Ball State University.

In addition to these teachers, HRCA's executive director and Board members will actively network with area universities to identify potential candidate who would be particularly interested and qualified to teach within this setting. Classified advertisements will also be placed in area newspapers.

HRCA's Board of Directors recognizes that professional development is particularly important in an environment as challenging and unique as HRCA's. Therefore, budgetary accommodation has been made to enable the executive director, teachers and staff members to attend conferences/seminars that will add to their skill set as well as inspire their creativity. Representatives from Trinity School, Indianapolis Museum of Art and Young Audiences of Indiana have also invited HRCA's teachers to participate in their annual conferences. We also believe tremendous opportunity for professional development exists in our relationships with Butler University and Marian College. Perhaps most importantly, teachers will be encouraged to benefit from the extraordinary resources available through dialogue and collaboration with their colleagues.

### **A Day in the Life of a HRCA Teacher**

Teacher #1 arrives at school at 8a.m. She is pleased because she has time to drink a cup of coffee and go over her notes for Circle of Power and Respect (CPR). She has been very gratified by the way her 5<sup>th</sup> graders have come to respect each other, even those who have little in common. Teacher #1 believes that the time spent early in the day, for CPR, saves a lot of instructional time later on. It seems to set an enthusiastic but serious tone for the day ahead. Today, she plans to introduce the concepts of test taking today, in preparation for ISTEP. She will have the children share test-taking strategies that have worked well for them. She plans to reinforce some basic concepts for the ISTEP on the News and Announcements chart. The group activity for the day will involve basic math facts –a game called Beach Ball Math. Teacher #2 has written numbers on the various panels of a beach ball. The students will work on multiplication by passing the ball and multiplying the numbers beneath the fingers of each hand. She plans on making this challenging by mixing large and small number, but they will be allowed to ask for help and once the equation is solved, the ball is passed to someone else.

After CPR, the class is ready to begin their humanities instruction. She plans on giving the full class a lesson on Ancient Japan, before they break into groups to work on projects. She will spend much of the next two hours answering question, redirecting activity, and assisting children with a variety of projects including; timelines, research reports, and writing Haiku.

At 11:00, Teacher #2 will read aloud from a book of ancient Japanese myths and at 11:15, all students will go outside while she takes much-deserved break. Tomorrow she will take the full 45 minutes for planning and recharging, while the students do silent reading with her teaching assistant. But today, she really wants to do the reading herself, because she so enjoys the stories.

After her break, Teacher #2 heads to the 8<sup>th</sup> grade class to teach the students about the Harlem Renaissance (Appendix 3). They will be working on Langston Hughes, reading and discussing his poetry and his life. They will then research other African-American artists of the period. She is looking forward to this lesson, because the students are so interested in the developments of this period.

After lunch, Teacher #2 will spend her next block of time with the 7<sup>th</sup> graders. They are working intensely on the development of an exhibit of Renaissance art. They are organizing their own exhibit after having attended a workshop at the IMA. All of the students are excited about the exhibit and everyone involved is eager to accomplish the many tasks at hand. Today, they will be researching the works of various artists in order to write descriptions. They will research Titian, Raphael, Michelangelo, della Francesca and del Sarto. They will be reading, writing, and researching. Children have picked their favorite artist from the period to complete a biography on, as well. All of this study was a continuation of the unit that Teacher #3 had worked on with the children before lunch.

At 3:00, Teacher #3 and Teacher #2 meet for a planning next weeks art display by the 7<sup>th</sup> grade. They will have 45 minutes to work on this and can continue the discussion tomorrow morning. At this time, all of the children are being supervised on the playground or are indoors with board games or reading.

At 3:45, Teacher #2 returns to her 5<sup>th</sup> grade class to assist them with study and a continuation of the morning's work. She will meet with a small group of students, who are having trouble writing. There will be a spelling bee to end the day, with spelling words drawn from the Japanese mythology that they are studying.

At 4:45, Teacher #2 will review the work for tomorrow and discuss with the students their take home needs. At 5:00, school is dismissed and Teacher #2 heads home as soon as the last of her class has gone. She has very little schoolwork to do this evening, having worked on class preparation during the 1-½ hours of prep time during the day.

### **Salaries and Benefits**

Specific information on salaries and allocation of benefits is given in the five-year budget plan. The Board used the following guidelines in developing that plan:

- Competitive salaries
- Health and dental insurance for employees working 30 hours or more per week, with a significant portion covered by the employer
- Group term life and long-term disability insurance for employees working 30 hours or more week
- Adherence to staff participation requirements of the state retirement system

Upon completion of the employee handbook, specific policies on the following will be outlined:

- Vacation benefits
- Sick days/personal time
- Maternity leave
- Merit pay/performance bonuses

### **C. Governance and Management**

The Board will be organized under the By-laws, and Articles of Incorporation included in Appendix 8. The Board will specifically be responsible for establishing and approving all major educational and operational policies, approving all contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and selecting and evaluating the executive director. The Board's

executive committee, comprised of the president, vice president, treasurer and secretary, will all work closely with the executive director as a consultant on major operational issues. Board committees will be formed in the areas of audit (chaired by the Board treasurer), human resources, development and curriculum. The Board may create one or more committees by resolution of the Board and adoption by a majority of the directors. These committees will have the authority of the Board in the management of the Corporation to the extent provided in the resolution that leads to their formal establishment. Committees will be subject to the direction and control of the Board except as provided by Indiana Statute.

Specific Board responsibilities include but are not limited to the following:

1. Own, lease, manage or otherwise handle real and personal property of the Corporation;
2. Be knowledgeable of the operations of the Corporation;
3. Establish the policies, goals and philosophy of the Corporation;
4. Undertake fund raising efforts;
5. Evaluate the various functions of the Corporation's operations;
6. Be responsible for the preparation and approval of the annual budget, appropriate financial statements and monitor finances;
7. Review proposed changes in operations;
8. Provide an annual audit and audit report;
9. Develop and implement personnel, grievance and fiscal policies and procedures;
10. Define the roles and responsibilities of individual Board members;
11. Select and evaluate the Executive Director

The Board will meet regularly and may have special meetings as needed. At meetings, staff members and committee chairs will present reports concerning the school's operation and strategic planning. As a part of their professional development, Board members will be informed of the latest research and trends that affect the school's mission. Members will be encouraged to meet with staff, parents and the community in evaluating the school's performance.

The Board will elect officers to include a President, Vice President, Secretary and Treasurer. Officers shall perform such duties and have such responsibilities as provided for in the By-laws or as otherwise determined by the Board. The following briefly outlines their responsibilities.

The President of the Board will preside at meetings of the Board of Directors. He/she will exercise the powers and duties incidental to the office and as are delegated by the Board or specified in the By-laws. The President may also serve as a second signature on all checks over an amount determined by the finance committee.

The Vice President will serve in the absence of the President. He/she will preside at meetings in the President's absence and will perform duties delegated by the President and the Board. The Vice President may also serve as a second signature on all checks over an amount determined by the finance committee.

The Secretary will keep and disseminate minutes of the meetings of the Board. He/she will be responsible for sending meeting notices to members and conducting the correspondences of the Board.

The Treasurer will chair the finance committee of the Board and be responsible for overseeing the Corporation's annual audit and, in collaboration with the executive director, submitting a yearly annual report and annual budget to the Board for review and approval. The Treasurer may also serve as a second signature on all checks over an amount determined by the finance committee.

HRCA's first Board of Directors (Board) will consist of the founding team who led the school during the charter process and several additional members approved by the Board during the charter application period. Representatives from Butler University and Marian College will also be added to the Board, appointed by their respective institution's presidents and approved by the sitting Board. As deemed appropriate and necessary, the Board will add members who will diversify its membership, add important representation of an organization or community, contribute relevant expertise and provide significant connections to possible funding opportunities. Founding Board members will serve through the end of the first year of the charter term and then be invited to serve an additional three-year term. New Board members will be asked to serve two or three year terms based upon their interest and availability, to straddle Board membership.

The following individuals will comprise HRCA's first Board of Directors. Dr. Stephens currently serves as the Board's president, but upon charter approval will assume the position of executive director, becoming an ex officio member, non-voting member, and a new president will be elected.

### **HRCA Board of Directors**

Dina Stephens, Board president, professor of education  
Maureen Manier, Board vice president, director of marketing communications, Butler University  
Robert Decker, Board treasurer, chief executive officer, Lucas Health Group  
Susan Charlesworth, Board secretary, health services consultant  
Linda Anderson, manager, Indiana Family and Social Services Administration Office of Human Resources  
Jody Britten, professor of education, Ball State University  
Kay Clay, retired IPS art teacher  
Kathleen Cruikshank, professor of education, Indiana University  
Belinda Brown, field attorney for the National Labor Relations Board  
Valerie Davidson, director of multicultural affairs, Butler University  
James Wong, fleet manager, Frito Lay, Inc.  
Butler University designee  
Marian College designee  
Parent representative  
Teacher representative

A parent representative will be selected to serve a one-year term each year after nominations are made at the first parent meeting and an affirmative vote taken at the school's second parent meeting. A parent representative may be elected to serve up to two consecutive one-year terms. A teacher representative will be selected by an affirmative vote among the teachers to serve a two-year term.

Identification and recruitment of Board members will be an ongoing responsibility of the development committee of the Board. The Board's recruitment efforts will reflect its commitment to reaching out to a broad section of the community, seeking talented and innovative thinkers and leaders, and providing substantial support and expertise to the HRCA executive director and teachers. At its August meeting, the Board will approve a conflict of interest policy to assure that no Board member has existing or potential conflicts of interest.



Upon approval of the charter, the Board will hire Dina Stephens as its executive director. After careful review of the position's requirement, the Board in July determined that Dr. Stephens possesses the qualities and necessary experience to lead a school with HRCA's distinctive mission:

1. A passionate commitment to education and to the lifelong pursuit of knowledge
2. Personal demonstration of that commitment through the attainment of the terminal degree in her area of expertise
3. Advanced interpersonal and organizational skills
4. Extensive and proven knowledge of curriculum development, teaching methods and assessment
5. Previous experience in the areas of budget, management, personnel and fund raising

As the executive director, Dr. Stephens will be responsible for hiring the director of administration and the school's teachers, using the Board's human resources committee to review resumes and assist with interviews. During the start-up phase, Dr. Stephens will be responsible for day-to-day operational issues. After hiring the director of administration, she will share those responsibilities with that individual

The Executive Director's responsibilities will include:

1. Hiring and evaluating director of administration, teachers and staff
2. Supervising the director of administration and teachers
3. Grant writing and other fund raising activities
4. Developing and sustaining community partnerships
5. Leading teachers in curriculum development
6. Reporting to Board of Directors
7. Working with Board on development of policies and procedures
8. Working with SchoolStart consultants on fund raising and other identified tasks

Dr. Stephens will be evaluated annually by the Board. As part of this process, she will submit an annual report that summarizes accomplishments and challenges encountered during the year. Before the beginning of each school year, the Board will collaborate with Dr. Stephens to develop an evaluative rubric that will give objective as well as subjective performance measurements.

The Director of Administration's responsibilities will include:

1. Coordinating all services provided by outside vendors
3. Maintaining personnel records and files
4. Responsibility for all financial transactions and recordkeeping
5. Scheduling personnel and substitute teachers
6. Implementing transportation plan
7. Supervising custodial staff
8. Serving as first contact to parents on non-academic issues
9. Supporting payroll, benefits and reporting

The HRCA Board of Directors is also actively engaged in discussions with SchoolStart consultants about the role they will play during the school's start-up phase. SchoolStart is a Minnesota-based team of individuals with diverse experiences in the charter school start-up process and school leadership. The mission of SchoolStart is to help parents, educators and communities create great new schools that enable all children to achieve their full potential. SchoolStart receives major funding from

the Walton Family Foundation and was recently chosen as one of four Walton Family Foundation National Grant Partners, HRCA and SchoolStart are finalizing an agreement (to be confirmed upon the receipt of the charter) that specifies SchoolStart's involvement. Johana Sand of SchoolStart has been appointed HRCA's account manager with supplemental support from Steve Tegarden, Jonathan Krown, Jon Bacal and Mike Munier. Our intent is to contract SchoolStart for a 12 to 18 month period beginning October 1, 2002.

SchoolStart possesses a network of fundraising contacts as well as expertise. They will be working closely with the development committee of the Board of Directors to devise and implement fund-raising strategies. They will identify funding sources, schedule meetings and write grants. Their involvement will be particularly important as we submit grant proposals to the Walton Family Foundation, for which SchoolStart serves as a grantor.

SchoolStart's consultants will also provide HRCA with valuable technical expertise in certain key areas. They will provide training to Judy Ellington in specialized areas of school management. They will specifically assist Ms. Ellington in establishing accounting, purchasing, and state reporting systems. They will also participate in the further research and development as well as implementation of the special needs and assessment plans.

HRCA's Board of Directors foresees having SchoolStart's consultants perform a number of specific tasks during the start-up year because of their experience and contacts. We will involve them directly in the development of an employee benefit and compensation package, contracting lunch providers and other services, establishing line-of-credit arrangements, and researching and recommending auditing options. As we finalize our facility lease, SchoolStart will also make arrangements for the code, fire and safety review, zoning/permit approval, and review of compliance with the Americans with Disabilities Act.

SchoolStart will also assist HRCA's executive director in the continued development of a national organization/association of charter classical schools. We will also turn to SchoolStart to research and identify contacts on other issues of strategic importance to the school.

#### **D. Financial Management**

The overall management of HRCA's finances will be directed by the Board of Directors through the Finance Committee of the Board of Directors. This Committee is comprised of at least 3 board members. The Chairman of the Committee is the Treasurer of the school.

The Finance Committee is responsible for recommending to the Board of Directors annually a 5 year operating budget; ensuring adequate internal controls are in place to properly account for and protect the financial activities of the school; developing contingency plans for the most likely budget shortfall scenarios; recommending an auditor; monitoring monthly the actual financial results compared to the budget; monitoring the school's risk management plan and obtaining adequate insurance coverage; negotiating loans if needed; and, ensuring that any internal control or procedural recommendations of the independent auditors are implemented.

The Executive Director will be responsible for managing the school's finances in accordance with the Board approved budget. The director will be responsible for securing Board approval for expenditures such as hiring and major purchases.

The Director of Administrative services will be responsible for the day to day management of the school's cash flow, purchasing, preparing payroll information, communication with the school's accountants, preparing monthly financial reports for the board, administering benefit programs, and other accounting and administrative tasks.

### **Specific Fiscal Controls and Financial Management Policies**

The school's independent auditor will be consulted to assist in establishing an effective system of internal fiscal controls and procedures to ensure that the assets of the school are properly safeguarded and that the school maintains its financial books in accordance with generally accepted governmental accounting principles.

HRCA will use outside entities to process payroll and prepare the appropriate payroll tax reports; and to administer its staff welfare benefits (group health insurance, etc.)

An annual budget for the next school year will be prepared and presented to the Board of Directors, three months prior to the end of the school year. The Director and the Director of Administration, in coordination with the Finance Committee will prepare the budget for presentation to the full Board for their approval.

The Executive Director will report the financial results of the school to the Finance Committee monthly. This report will compare the actual results to the budgeted results. The Finance Committee has the authority to reallocate line item expenditures. Any increase in overall spending must be approved by resolution of the Board of Directors.

The Board of Directors will engage an independent certified public accountant to conduct a financial audit and to review the school's system of internal financial controls annually. A complete audit report shall be provided to the Board and to the appropriate governmental agencies on a timely basis.

The Development Committee of the Board of Directors will oversee the fundraising efforts of HRCA. This oversight applies to applying for grants as well as the solicitation of contributions to the school.

### **E. Budget**

The five-year projected budget and the assumptions used to develop it are presented in Appendix 6. The budget includes the planning and implementation year (2002-03) and reflects those activities to be conducted prior to the first operating year (2003-04). Some costs associated with the school's startup, such as professional development for faculty, occur in the first operating fiscal year.

The major assumptions used to develop the revenues and expenditure projections are the school's enrollment. Enrollment scales up over 3 years. HRCA opens with 120 pupils the first year; 160 pupils year 2; and, 216 pupils years 3 through 5. This affects the budget projections in several ways. Some calculations that are based on the number of students served increase proportionally to the increased student population. Other calculations that relate to initial expenditures, such as furniture and equipment, reflect the number of newly enrolled students rather than the total number of students.

HRCA has researched the assumptions used to develop the projected budgets. However, HRCA realizes that it may experience a budget shortfall for a variety of reasons. The Finance Committee of the Board of Directors is charged with the responsibility of monitoring the actual monthly financial results compared to the budget. This scrutiny provides an early warning to the Board to take appropriate measures to prevent a deficit. The Finance Committee is also charged with developing responses prior to the opening of the first school year to address the most likely contingencies. These contingency plans

will be reviewed with the full Board, the Executive Director and Director of Administrative Services so that all understand the steps to be taken.

HRCa believes that it has provided sufficient estimates of the cost and has planned a sufficient surplus from the prior year to meet any special education costs and any transportation costs necessary to ensure the school will be both open and accessible.

### **Revenue Assumptions:**

*Carry-over + reserve from previous period.* This represents fund balance remaining from the previous year.

*State Per Pupil Funding.* Based on the Indiana Department of Education's school formula estimates for Calendar Year 2003 (made available to the Indiana Charter Resource Center in late 2002) This formula includes State Regular aid, Levy funds, Auto Excise funds, Special Ed, and At Risk funds. We assume that approximately 1/3 of our students are resident in Indianapolis Public Schools (average of \$6,700 per student annually), with the balance from Pike, Washington, and other nearby township schools (average of \$5,500 per student), yielding a blended average of approximately \$6,050 per student in year one. We estimate inflation at 2.5% annually (calendar year).

*State Grants.* Includes competitive state grants such as Safe Schools and technology initiatives.

*Federal Start-Up Grants.* HRA expects to be awarded this competitive grant, which amounts to \$150,000 per year for three years.

*Private Funds.* We expect to submit an application to the Walton Family Foundation for both planning and start-up support, and will also seek other foundation, corporate and individual donations, including small gifts from school families and friends.

*Lunch Revenue.* This includes both State funds for students with free and reduced lunch classification as well as fees paid by families. We estimate this amount at \$2 per student per day for a maximum of 195 days.

### **Enrollment Projections**

2003-04	120 students
2004-05	160 students
2005-06	216 students
2006-07	216 students
2007-08	216 students

### **Expenditure Assumptions:**

Assumes a 3% annual inflation rate on most items.

<u>Position</u>	Salary in 03-04	Number (03-04)	Number (04-05)	Number (05-06)	Number (06-07)	Number (07-08)
Director	\$60,000	1	1	1	1	1
Teachers	\$39,000	6	8	9	10	10
Director/Admn Services	\$35,000	1	1	1	1	1
Special Ed. Teacher	\$40,000	1	1	1	1	1
Custodial Services	\$26,000	1	1	1	1	1

During the start-up year, all positions will be contracted, not salaried.

*Payroll Taxes.* Calculated at 9% of salaries.

*Benefits.* Calculated at 24% of salaries.

*Professional Development.* Includes regular training, consulting, and occasional conferences and site visits to exemplary schools.

*Substitute Teachers.* \$75 per month per teacher @ 10 months + \$2,000 (\$2,500 in year 3).

*Board Development.* Training and consulting.

## **Facility**

*Rent.* Calculated at 100 sq. ft. per student at \$13 per sq ft in year one, \$13 per sq. ft. subsequently.

*Renovation/Construction.* We expect to find a facility which already meets accessibility, health and safety codes. This category includes potential modest costs such as paint, lighting, etc.

*Utilities.* Calculated at \$1.50 per square foot used at 5% annual inflation.

*Maintenance.* Repairs and cleaning supplies.

## **Materials/Supplies/Equipment**

*Textbooks and other instructional supplies.* Calculated at \$200 per student for supplies, books and textbooks in year one, declines afterward.

*Assessments.* Calculated at \$75 per student.

*Instructional Equipment.* Includes VCR and overhead projectors. For classroom. Calculated at \$30 per student for the first two years, \$20 in year three, and \$15 subsequently.

*Classroom Technology.* Estimated at \$150 per student for the first year, \$75 in year two, \$50 in year 3, \$40 afterward, including maintenance and repair.

*Office Technology and Software.* Includes leasing and/or purchasing computers, printer, fax and copier; estimated at \$8,000 combined over the start-up and first year.

*Instructional Software and Internet Access.* Calculated at \$25 per student in first year, slightly less after that.

*Library.* For book acquisitions and publication subscriptions: calculated at \$75 per student for the first year, \$50 in years two and three, and \$40 per student afterward.

*Classroom Furniture.* Calculated at \$125 per student the first year, \$125 per new student in years two and three, and \$25 per student for maintenance and replacement in subsequent years.

*Office and Faculty Furniture.* Calculated at \$250 per new staff member.

*Copying and Reproduction.* Estimated \$2,000 pre-operating year; Calculated at \$75 per student in years one and two; \$50 per student afterward.

*Postage and Shipping.* Estimated \$2,000 pre-operating year; Calculated at \$20 per student subsequent years.

## **Additional Costs**

*Contracted and Business Services.* Consulting services and start-up support from SchoolStart will be the large majority of this category in the start-up, first, and perhaps second years of operation. Also includes consulting related to strategic and business planning and other business services.

*Special Education Charter School Cooperative Services.* Estimated cost on participating in the Special Education cooperative, based on 2002-03 rates (cost of Director of Special Education, and overhead divided by the number of participating schools).

*Insurance.* Estimate based on other charter schools. Includes all required coverage.

*Marketing Development.* Consulting and material costs for student recruitment activities and public relations, including cost of producing brochures and materials.

*Legal Expenses.* Includes setting up the non-profit status of the school and review and approval of contracts.

*Accounting and Audit.* Estimated at \$3,000 for pre-operational year and \$4,000 per operating year for bookkeeping services, and \$8,000 a year for an annual audit to be conducted by a separate contractor for subsequent years.

*Transportation.* Estimated service to 67% of students at \$650 per year, with 5% annual inflation.

*Field Trips.* Field trips calculated at \$15 per student, 4 times a year 1<sup>st</sup> year, 5 times a year afterward.

*Food Services.* Calculated at \$2.00 per day per student for maximum of 195 days.

*Cash Reserve.* We will put 3% of all revenues into a reserve fund, to be left untouched (and included in the following year's budget as carryover from the previous year.

## **F. Facility**

HRCA has engaged the services of an experienced commercial realtor to assist with locating property to lease (or perhaps purchase). Appendix 7 contains information regarding HRCA's realtor and three properties located on the northwest side of Indianapolis. Upon receipt of the charter, HRCA will actively begin to narrow its search and identify a property according to the timeline. We anticipate needing approximately twelve classrooms, a common room, office space for two people, a parent resource room, library/media center kitchen facilities and outdoor play area. These will meet or be renovated to meet ADA requirements.

## **G. Transportation**

HRCA plans to meet the transportation needs of its students through a multi-faceted plan run by the Director of Administration who has expertise in this area. We will insure that any student who wishes to attend Hope Renaissance Classical Academy has the means to do so. The plan will include (but not be limited to) the following:

1. Parent pick-up and drop-off including a well-developed car pool plan.
2. Utilization of the IndyGo bus system and the Indianapolis Public Schools transportation system.
3. Private contractor who would meet all safety codes and accessibility requirements.
4. Purchase of a bus and hiring a qualified driver.

Number 4, is the most likely scenario and HRCA would have staff members obtain the correct license to drive the bus as needed. This is particularly important in keeping with our mission of community partnership.

## **H. Risk Management**

HRCA will manage the risks associated with operating the school proactively. HRCA's philosophy is to acknowledge that there are risks in every activity of operating the school and to take all reasonable measures to reduce these risks. Recognition of risks is part of the planning for all the aspects of the school. The Treasurer and Executive Director will review all the areas of school activities to identify potential risks to students, staff, volunteers, visitors and property. Each identified risk will be

addressed with a plan to eliminate the risk, or to ameliorate the potential adverse effects. Education regarding the risks inherent in operating the school will be part of the orientation and ongoing training of all staff members. HRCA will establish a Safety Committee that will be responsible to continuously monitor areas of risk, investigate all accidents and complaints, and revise existing procedures to avoid risks.

HRCA may experience a loss in spite of its Risk Management program. HRCA will obtain adequate insurance coverage to protect its financial viability in the case of a loss or claim. HRCA has not obtained insurance coverage at this time because it does not have a charter and has not committed to a physical plant. HRCA will obtain adequate insurance coverage once it receives its charter. HRCA believes that adequate insurance coverage will be obtained based upon input from The Conner Insurance Agency. The Conner Insurance Agency has experience arranging insurance coverage for schools and has provided HRCA with a quote. This quote is included in the Appendix 10.

## **V. Timeline**

### **Timeline for Opening of Hope Renaissance Classical Academy**

#### **1. September, 2002**

- Work with Black Alliance for Educational Opportunities and Hispanic Education Center to arrange small group meetings with interested families: Dina Stephens/Maureen Manier
- Make presentations at neighborhood association meetings: Dina Stephens/Maureen Manier
- Meet with community center directors to facilitate information distribution Dina Stephens/Maureen Manier
- Develop mailing list to which regular updates are sent: Dina Stephens/Maureen Manier/Board of Directors
- Complete preliminary and discovery work on facility identification including: completion of representation agreement, touring of properties, and analysis of demographic and traffic patterns of possible sites: Dina Stephens/Judy Ellington with Rob Lukemeyer, Baseline Commercial Real Estate
- Continue development of national network/association of classical charter schools: Dina Stephens/SchoolStart
- Conduct Board meeting

#### **2. October – December, 2002**

- Formalize contract with the executive director: Board of Directors
- Hire director of administrative services: Dina Stephens
- Establish local bank account and proper accounting record keeping procedures: Judy Ellington/Bob Decker
- Finalize agreement with SchoolStart: Board of Directors
- Submit grant application to Walton Family Foundation: Dina Stephens /SchoolStart
- Submit application for Federal Charter School start-up grant: Dina Stephens/SchoolStart
- Submit additional grant applications identified through consultation with Board members and SchoolStart: Dina Stephens /SchoolStart
- Place advertisements in *Indy's Child*, *El Puente*, and *The Recorder* to promote school's mission and informational meetings: Dina Stephens /Maureen Manier
- Formalize partnerships and begin work on specific projects with Young Audiences of Indiana, Indianapolis Museum of Art, Children's Museum of Indianapolis, Indianapolis Marion-County Public Library, Butler University and Marian College: Dina Stephens/Maureen Manier

- Interview and select student interns from Butler University and Marian College to work on specific aspects of the start-up phase: Dina Stephens/Judy Ellington
  - Finalize all staff job descriptions: Dina Stephens/Judy Ellington
  - Begin work on employee policies and procedures manual: Dina Stephens/Judy Ellington/Linda Anderson
  - Begin teacher recruitment through informal networking: Dina Stephens
  - Monthly Board meetings
- 3. January-February, 2003**
- Narrow properties according to defined criteria: : Dina Stephens/Judy Ellington with Rob Lukemeyer
  - Select property and finalize lease agreement: Board of Directors
  - Finalize employee policies and procedures: Board of Directors
  - Finalize employee salary and benefit package: Human Resources Committee, Board of Directors
  - Begin work on student and parent handbook: : Dina Stephens/Linda Anderson with Butler student intern
  - Place classified advertisements for teachers, custodian, and other identified staff members: Dina Stephens/Maureen Manier
  - Continue research and submission of grant applications: Dina Stephens, Board members and SchoolStart
  - Advertise enrollment procedures in accordance with HRCA marketing plan: Dina Stephens/Maureen Manier
  - Monthly Board meetings
- 4. March, 2003**
- Hire architect/contractor: Bob Decker/Dina Stephens
  - Begin necessary renovations to school building: Bob Decker/Dina Stephens
  - Obtain all occupancy permits (fire, health, building, etc.): Judy Ellington
  - Review/revise budget as necessary: Bob Decker/Judy Ellington
  - Begin accepting student applications: Judy Ellington
  - Hire and finalize contracts with teachers: Dina Stephens/Linda Anderson
  - Finalize student and parent handbook: Board of Directors
  - Conduct Board meeting
- 5. April, 2003**
- Deadline for student applications; hold lottery, if necessary: Bob Decker/Contracted CPA
  - Begin unit planning with teachers, decide on book lists, continue meeting with community partners and IMCPL staff regarding curriculum development: Dina Stephens
  - Procure necessary furniture, equipment, textbooks, supplies: Judy Ellington
  - Begin recruitment of support staff, custodian, teaching assistants: Judy Ellington/Dina Stephens
  - Secure all insurance and liability coverage: Bob Decker/Judy Ellington
  - Conduct Board meeting
  - Conduct Open House
- 6. May, 2003**
- Send letters of acceptance to students as well as surveys: Judy Ellington
  - Contract with lunch provider: Judy Ellington
  - Board of Directors decides on uniforms/dress code
  - Work with SchoolStart to obtain in-kind donations, e.g. books for library
  - Conduct Board meeting



**7. June, 2003**

- Hire support staff, custodian, teaching assistants: Judy Ellington/Dina Stephens
- Hold first parent meeting to introduce teachers and staff and answer questions: Dina Stephens
- Continue work on transportation plan: Judy Ellington
- Begin development of parent resource center: Judy Ellington
- Conduct Board meeting
- Conduct Open House

**8. July, 2003**

- Make sure that all student records have been obtained and are on site: Judy Ellington
- Order ISTEP and other standardized tests: Judy Ellington/Dina Stephens
- Teacher retreat: Dina Stephens
- Hold second parent meeting/election of parent representative to the Board: Dina Stephens/Judy Ellington
- Conduct Board meeting
- Establish Safety Committee: Dina Stephens
- Work with parents to make arrangements to purchase uniforms, supplies and to pay book rental fees: Dina Stephens/Judy Ellington

**9. August, 2003**

- Send out newsletter and academic calendar: Judy Ellington
- Send teachers to Trinity School's New Teacher Institute
- Attend Young Audiences annual Arts Partners Workshop: Dina Stephens/and selected teachers/Board members
- Organize and prepare classrooms and building for beginning of school year: all teachers and staff members
- Conduct Board meeting
- Determine member of School-wide Assessment Team

**10. September, 2003**

- First day of school: September 2, 2003

**VI. Summary of Strengths**

We believe that Hope Renaissance Classical Academy offers an exciting and unique educational option for Indianapolis middle school students while providing a curriculum and program resource for other Indianapolis schools. Our students will benefit from participating in a learning community in which they will come to value and respect themselves and each other. All students will know that they are visible and accountable. They will feel respected as individuals, as family members and community members. Small class size and team teaching will provide students with the individual attention they need to reach their full potential. Accomplishment and school culture will nurture self-esteem and high academic performance. The coherent and logical connections within the curriculum will enhance student understanding and performance.

Block scheduling will allow flexibility within the school day and the time that students need to pursue their interests and to become absorbed in learning. Staff and faculty alike will share and visibly sustain the school ideology. Teachers will benefit from a close working relationship, autonomy to develop learning programs, and collegial leadership.

Our integrated arts curriculum and partnership with the local arts communities will enrich students; art, music and drama teach beauty and strengthen understanding of self, as well as the cultural

bonds between the past and the future. The HRCA community will similarly benefit from strong relationships formed with Butler University and Marian College, bringing to bear the resources of two well-respected institutions of higher learning as well as the leadership and vision of their presidents.

The Board of HRCA is sincerely committed to the growth and success of the school and has the skills and community connections to provide essential support. They will continue to support students and staff, pursue supplementary financial resources and contribute their varied talents. We believe that HRCA will be a positive step towards advancing Mayor Peterson's goal of bringing creative and innovative options to the public school system.